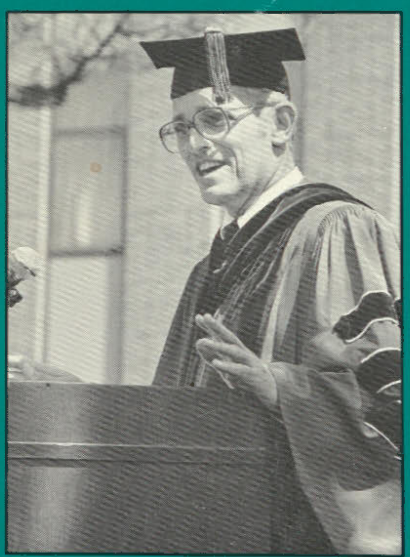
LAKE FOREST COLLEGE



1992-93 Bulletin

LAKE FOREST COLLEGE CALENDAR 1992-93

FALL TERM 1992

August 26	Registration
August 27	Classes Begin
September 7	Labor Day (Classes Held)
September 9	Last day for permissible change of registration
September 9	Last day to register for credit/D/fail option
October 17-20	Mid-term break
October 21	Last day for approved withdrawal from a course with an automatic "W"
October 23	Mid-term grade report due
November 26	Thanksgiving (no classes)
November 27	No classes
December 8	Last day of class
December 9-10	Reading days
December 11-12	Final Exams
December 13	Reading Day
December 14-16	Final Exams
December 17-January 11	Winter Recess*

SPRING TERM 1993

January 11	Registration
January 12	Classes Begin
January 25	Last day for permissible change of registration
January 25	Last day to register for credit/D/fail option
March 6-14	Mid-term Vacation**
March 15	Last day for approved withdrawal from a course with an automatic "W"
March 17	Mid-term grade report due
April 26	Last day of class
April 27-28	Reading days
April 29-30	Final Exams
May 1-2	Reading Days
May 3-5	Final Exams
May 8	Commencement

*Residence halls and food services are closed.
**Residence halls open/food services closed.

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LAKE FOREST COLLEGE

Bulletin for 1992-93

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Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement.

Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago.

Lake Forest College celebrates the personal growth that accompanies the quest for excellence.

Lake Forest College — A Résumé

Lake Forest College is a community of people whose common goal is to acquire, explore and evaluate human knowledge and culture, and whose common commitment is to the development of individuals for lives of leadership, service and personal fulfillment.

Lake Forest — Its Past . . .

The institution from which Lake Forest College derived was founded in 1857 as Lind University by visionary Presbyterians, who also founded the town of Lake Forest (1861) and established its First Presbyterian Church (1884). The school grew to include both a boys' and girls' academy, a co-educational undergraduate college, and graduate schools of medicine, dentistry and law. In the early years of this century the graduate schools were disassociated so that full attention could be devoted to the undergraduate college; the academies became independent in the early 1920's and continue today as Lake Forest Academy/Ferry Hall, located in west Lake Forest.

The undergraduate college enrolled its first students in 1876, a class of 12. Throughout its history, as its student body has grown to more than a thousand undergraduates, it has continued to express many of those values cherished by its founding fathers. The College remains today related to the Presbyterian Church, U.S.A., although now independently governed by an elected Board of Trustees. It is accredited at the undergraduate and the master's level.*

Lake Forest Today . . .

Its history of well over a hundred years of concern for the individual student has given today's College a richly diverse educational curriculum, with an expanded view of the liberal arts. The College's academic programs are enhanced by off-campus study, cooperative degree programs, and both domestic and international internship experiences. A graduate program in liberal studies, founded in 1976, integrates ideas and information across disciplinary lines.

Lake Forest's planned small size encourages interaction between students and faculty; its location near Chicago gives students exposure to the myriad cultural opportunities available in a major metropolitan area.

In its curriculum and its student life, Lake Forest's special qualities are

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*By the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, and is registered by the Board of Higher Education, the State of Illinois.

perhaps best defined in a statement about the College approved by the faculty and trustees in 1992 which is printed on page 2 of this *Bulletin*.

The Campus . . .

Lake Forest College is located on 107 acres, part of those lands claimed for the College in 1857. Among the buildings that still survive from the late 19th century period of the College's history are Moore Hall, now a South Campus dormitory, Middle Campus's North Hall, now the administration building, and Patterson Lodge, now the admissions building. The original 1878 campus building, College Hall, was fully renovated and renamed Young Hall in 1982, serving now as it did in the first years of the College as the central classroom facility. North Gym, built in 1890, was renovated during the 1987-88 academic year and now houses the departments of psychology and sociology and anthropology as well as the Counseling Center.

North Campus took shape in the 1890's with the construction of Durand Institute and Lois Durand residence hall. Durand Institute, designed by the noted architect Henry Ives Cobb, was built originally as a branch of the Art Institute of Chicago and has been by turns a theatre, classroom and administration building. The newly renovated Durand Institute reopened in January of 1981 and returned to its original status as an art center, now housing the Sonnenschein Gallery, painting, drawing, print, ceramics and photography studios, and departments of art and philosophy.

To the beginning of the College's second period of growth, the turn of the century, belong several buildings on Middle Campus, including Lily Reid Holt Memorial Chapel, with its windows of Tiffany glass, and Reid Hall, the College's library until 1965 and later a classroom building. Reid Hall, which houses education, music, and religion, was renovated during the 1987-88 year to include state-of-the-art music facilities. Harlan and Blackstone residence halls, Durand Commons, and Carnegie Hall, which then housed the natural science department, were completed a few years later, in 1906.

In the 1960's, a third building drive responded to the needs of an increasingly well-qualified faculty and sophisticated curriculum and an expanded student body. In 1961, the Johnson Science Center, with its prize-winning circular Freeman Science Library, was opened on Middle Campus. The year 1965 saw the completion of the main Donnelley Library, to accommodate the College's growing collection; in 1983-84, this building was renovated to meet Lake Forest's increasingly progressive use of modern technologies, including the Illinois academic library consortium comprised of more than 40 libraries based on LCS, the largest library circulation system in the world. The late sixties also saw a large dining hall and cafeteria added to Durand Commons.

The sixties also witnessed the development of South Campus, where Moore Hall, once a Lake Forest Academy building, was joined by two new residence quadrangles, and where a fully-equipped Sports Center, complete with Olympic-size pool, basketball arena, racquetball, handball and squash courts, was built next to its predecessor, now converted into an indoor ice rink.

In addition to Durand Institute, College Hall, North Gym, and Reid Hall, other buildings renovated in the 1970's and '80's include the Chapel; Hixon Hall on South Campus, with its modern, highly flexible studio theatre, the Allan Carr Theatre; the McCormick Auditorium; and Durand Commons, which includes a new snack bar, student government and other activity offices, student and faculty mailboxes, game room, college radio station, meeting rooms and lounge space. A three-story faculty-student research facility which is connected to the Johnson Science Center was opened during the summer of 1990. The following year Carnegie Hall was remodeled. In 1992-93 Deerpath, Harlan and Blackstone residence halls were upgraded and refurbished. Renovations will continue through the 1992-93 academic year.

The Faculty . . .

Central to the College is the distinguished Lake Forest faculty. More than ninety per cent of the College's full-time teaching faculty hold doctoral degrees. They are active as productive scholars, researchers and critics, and many have been recognized nationally as outstanding educators, as Phi Beta Kappa, Fulbright and Woodrow Wilson scholars, as fellows in academic societies and institutions.

Lake Forest faculty members are sought out and are retained at the College because they like teaching and excel in teaching at the undergraduate level. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another. All faculty are accessible.

Smaller class size is important, too. The student/faculty ratio is approximately 12:1, a happy condition that permits informality and flexibility in both content and teaching form. Students participate in a natural way in the give-and-take of discussion and interchange of opinion. The opportunity to take part, to be heard, is a valued aspect of the liberal arts at Lake Forest.

All professors also counsel individual students in their curricular programs as faculty advisors. Students, therefore, profit from the teaching skills and personal interest of the faculty, and they also enjoy the benefits of studying under nationally prominent scholars.

The Students . . .

For many years the College has fostered diversity within the student body and commitment among its students to high standards of academic excellence and personal integrity. While virtually all states of the Union and a number of foreign countries are represented, the diversity of the college community is seen in more than the geography and educational backgrounds of its students. It is

also found in the broad range of personalities. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs. For each individual, the College is a place to study, work, enjoy and live.

The students participate in a variety of activities. They join the faculty in the governing of the College through participation on committees and representation on the Board of Trustees. Student writers and performers take part in the FM radio station, student newspaper, literary magazines, yearbook, chorus and theatre groups. Honorary societies in biology, drama, economics, education, foreign languages, philosophy, politics, psychology, chemistry and physics enjoy active student participation as do other special interest clubs. In athletics, the College provides physical education for interested students and maintains a comprehensive intramural and inter-collegiate athletic program.

There are several local fraternities and sororities and interest groups, all housed within the residence halls, whose members take their meals with all other students in the dining hall and find their associations and activities across the campus. All have equal opportunity to take advantage of the richness of the College's programs.

The Location . . .

Lake Forest College is in the suburb of Lake Forest, on Chicago's North Shore. The campus is twenty-five miles northeast of O'Hare Airport via the Tri-State Tollway, about an hour on the airport bus and 35 minutes by car. Downtown Chicago is roughly the same distance away. The superb commuter railroad, The Chicago and North Western Railroad, takes about an hour, and the campus is a short walk or cab ride from the railroad station in Lake Forest.

There is quiet, safety, cleanliness and natural beauty in Lake Forest, and the additional intellectual, cultural, and educational resources of one of the nation's largest cities are close by. Students and faculty have access to the libraries of Northwestern University, The University of Chicago, the University of Illinois at Chicago, the Newberry, The Chicago Historical Society, Chicago Public, and nearby Barat College. The Chicago Symphony, Lyric Opera, Goodman Theatre, the Museum of Contemporary Art and the Art Institute are merely a few of literally scores of cultural institutions that make Chicago a national center of music, drama, and art. The Museum of Science and Industry, Field Museum of Natural History, Adler Planetarium, Shedd Aquarium and Argonne National Laboratory are available to our students both informally and for some course work.

The College's location gives it the best of the suburban and urban worlds.

The Academic Program

Lake Forest College recognizes that no two individuals have the same educational needs and goals, just as no two individuals have identical strengths, capacities, motivation, and preparation. At the same time, the College believes in the enduring value of breadth of education in the liberal arts combined with depth of study in traditional disciplines or interdisciplinary fields. Accordingly, the College provides each student with great freedom of choice in designing a program of study in consultation with a faculty advisor, while encouraging the student to pursue a wide range of subjects and develop considerable expertise in one academic area. In order to receive the bachelor's degree, a student must achieve a total of thirty-two course credits and meet the special requirements of a major.[1]

A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideas, developed real competence in communication and quantitative skills, and had significant exposure to the humanities, the natural sciences and mathematics, and the social sciences while completing requirements for a major in an academic department or interdisciplinary program. Students can choose majors from among eighteen departmental fields; alternatively, they can create interdepartmental majors of their own or select from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. In addition, students may incorporate into their personal programs of study one or more of the various interdisciplinary

[1]Beginning with the class that matriculates in August 1993, requirements for the distribution of studies will become effective; see pages 8-10 below. Current requirements for graduation are detailed on page 36.

course sequences, such as Ancient Mediterranean Civilizations, African-American Studies, French Civilization, Metropolitan, and Women's Studies. Some students participate in cooperative degree programs with professional and graduate schools, in engineering or nursing for example, spending two or three years at the College before completing the remainder of their program at the cooperating institution.

The departmental and interdisciplinary majors are:

American Studies, *page 50*
Area Studies, *page 51*
Art*, *page 71*
Asian Studies, *page 52*
Biology, *page 75*
Business, *page 83*
Chemistry, *page 79*
Comparative Literature, *page 53*
Computer Science, *page 122*
Economics, *page 83*
Education#, *page 91*
English*, *page 97*
Environmental Studies, *page 56*
French, *page 103*
German, *page 103*
History, *page 117*
International Relations, *page 57*
Mathematics, *page 122*
Music*, *page 128*
Philosophy, *page 132*
Physics, *page 136*
Politics, *page 140*
Psychology, *page 145*
Sociology and Anthropology, *page 154*
Spanish, *page 103*

The Independent Scholar Program is described on page 57.

GENERAL EDUCATION CURRICULUM — EFFECTIVE WITH THE 1993-94 ENTERING CLASS

In February 1992, the Faculty of Lake Forest College adopted a new curriculum for the bachelor's degree, which will become effective with the class that matriculates in August 1993 and will apply to all students who enroll at that time and thereafter.

This new curricular plan establishes an integrated framework for the general education of our students across their four years of study at the College. It includes structural requirements designed to assure that students will receive breadth as well as depth in their education, while allowing them to continue to exercise a large measure of freedom of choice in designing their program of study. Team-taught, interdisciplinary courses will play a central role in the plan.

In order to graduate, students who enter the College as of the fall of 1993 will be expected to pass 32 courses, complete the requirements of a major, attain a 2.0 overall grade-point average, and fulfill the new general education requirements that are described below.

- A **Freshman Studies** Course, in the Freshman Studies Program that the College has offered for the last two years; the instructor of every such course serves also as the faculty adviser to each student enrolled in that course

Each of these majors offers two-track concentrations. Please consult the departmental descriptions which follow.
#A major in education may only be taken in conjunction with another major but not as a major on its own. Details on acquiring Illinois State Certification are available through the Education Department.

- Three courses in the **natural sciences and mathematics**, as follows:
  by the end of the freshman year, one course in the **natural sciences** from a list that includes both the introductory laboratory courses in biology, chemistry, and physics and a team-taught, interdisciplinary course such as the current Natural Science 100;
  by the end of freshman year, one course in **mathematics or computer science** from a list that includes calculus, finite mathematics, introduction to structured programming, and a new team-taught course entitled "The Nature of Mathematics"; and
  by the end of sophomore year, one other course in the **natural sciences, mathematics, or computer science**
- By the end of sophomore year, one course (at the sophomore level) from a special list of **humanities** courses that will include Humanities 200, a new team-taught, interdisciplinary course to be developed by the humanities faculty, which will provide an introduction to the richness of the humanities, focus on major texts and works, be writing intensive, and incorporate a series of special lectures
- By the end of sophomore year, one course (at the sophomore level) from a special list of **social science** courses that will include Social Science 200, a new team-taught, interdisciplinary course to be developed by the social science faculty, which will provide an introduction to the richness of the social sciences, focus on major issues or principal works in the social sciences, require significant writing assignments, and incorporate a series of special lectures
- By the end of junior year, and preferably sooner, at least two courses relevant to **cultural diversity** from a special list of humanities, social science, and (as available) natural science and mathematics courses
- During senior year, a **Senior Studies** course (such as a senior seminar or senior thesis) that acts as a culminating experience in the student's major, emphasizes writing and speaking, and encourages the integration of the methods and content explored in the major

In addition to these provisions, students will be expected to declare a major at the end of the sophomore year and to make significant progress toward the completion of that major during the junior year.

All courses on the approved humanities, social science, and cultural diversity lists will require significant writing assignments. The cultural diversity requirement is intended to expand the horizons of students beyond America and the twentieth century, and to encourage familiarity with some of the newer features of the liberal arts curriculum, such as gender studies. Courses taken in programs abroad and advanced foreign language courses will be among those that satisfy this requirement. At least one of the two cultural diversity courses must come from outside the student's major. (The Faculty will establish these course lists during 1992-93.)

Students whose matriculation precedes August 1993 will be expected to fulfill current degree requirements rather than the new requirements. Existing requirements include the passing of 32 courses, completion of the requirements of a major, and attainment of an overall 2.0 grade-point average.

CALENDAR

Course work at Lake Forest College is scheduled into a calendar of two 15-week semesters, running September through December, and January into early May. Students normally take four course credits a semester (i.e., equivalent of 16 semester hours). All courses run for 15 weeks, with the exception of the courses which are associated with the Lake Forest College Program in Greece and Turkey.

A seven-week summer session, normally scheduled from mid-June to late July, offers a number of basic and special courses, taught by the regular faculty of the College. Students may take a maximum of two courses. In the last two summers, a limited number of courses were offered from mid-May to early June. In this session a student may enroll in one course.

ACADEMIC ADVISEMENT

The advising system holds a central place in the academic program of Lake Forest College. A faculty advisor helps the student to determine his or her academic needs and objectives, and thereby to make the most of the freedom of choice available for designing an individual program of study for a given term and an entire college career. The advisor also works with the student to ensure that he or she receives a broadly based education, selects an appropriate major, and meets the requirements for graduation.

Each new student is assigned a faculty advisor at the outset who assists with overall program planning, course selection, registration, career choices, and such academic difficulties or personal problems as may arise. A freshman student's advisor is also his or her teacher in a Freshman Studies course during the fall term and serves in an advisory capacity for the entire freshman year. During the sophomore year, a student continues to be advised by that faculty member or chooses another faculty advisor. Upon selecting a major field of study, which may occur as early as the sophomore year, the student chooses an advisor from among the faculty members in the relevant departmental or interdisciplinary major. This faculty advisor in the major assists the student in drawing up a program of courses in the major field and other academic areas, and provides necessary guidance throughout the student's undergraduate career.

FRESHMAN STUDIES

During their first year, Lake Forest students have the option of combining traditional introductory courses in various disciplines with special courses designed mainly for freshmen, for the development of important skills. Among these are English Composition, Freshman Studies, and a Freshman Seminar.

For descriptions of this year's courses and information on the Freshman Studies Program, see page 41.

INDEPENDENT STUDY

Independent Study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of formal courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter. There are various types of independent study:

A **Tutorial** is a directed reading course on a special topic not covered in a listed course; the student discusses the reading with the faculty supervisor at least once a week, and usually writes a number of short reports or papers. Recent tutorials have dealt with medieval philosophy, human anatomy and physiology, African literature and folklore, scientific epistemology, child development and influences on self esteem, and the women's liberation movement in twentieth century China. Freshmen may take a Tutorial during any term after their first, but students may take no more than four Tutorials, and only one per year.

A **Research Project** is more specialized and usually more advanced than a Tutorial, requiring greater independence and originality on the part of the student, who conducts scholarly research with a view to producing substantial work in the form of a term paper or report. Among projects undertaken in 1991-92 were studies involving Young Consumers in the Marketplace, Frank Lloyd Wright and His Houses in the Chicago Area, Computational Molecular Biology and Evolution, Crisis and Change in the Soviet Union and China, Mayan Pottery, Wolves in Literature, and an Analysis of the Philosophical and Economic Issues Concerning Pay for College Athletes. Juniors and Seniors are eligible to undertake Research Projects. The maximum allowed toward graduation is four: two per semester, but no more than three per year.

A **Senior Thesis** is original scholarly research undertaken in the student's senior year, usually over more than one term. The research culminates in the presentation of a formal written dissertation, which is evaluated by a faculty committee which also examines the student in person. Outstanding theses are awarded Thesis Honors at graduation. A list of the twenty-seven Senior Theses awarded Honors during the 1991-92 academic year is on page 204. These titles represent a broad spectrum of the liberal arts tradition and cover not only major fields in the natural sciences, social sciences, and humanities but also interdisciplinary majors and topics chosen by Independent Scholars. Senior Theses may be undertaken for up to three course credits, no more than two of which may be taken in the same semester. The category of research will include Senior Thesis programs.

A **Creative Project** is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative Project credits are limited in the same way as tutorials; Senior Projects in Studio Art (page 74) may be approved for a maximum of two course credits.

Students may count a total of seven Independent Study credits, including Internships, toward graduation. They must arrange each Independent Study program before the end of the previous semester by submitting a written proposal (form obtainable from the Registrar) signed by the relevant faculty, to the Dean of Faculty for final approval. See the Registrar for detailed information.

THE INDEPENDENT SCHOLAR PROGRAM

An independent study experience is the primary component of the Independent Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program, in the junior and senior year, focusing on a particular topic or theme rather than on a single academic discipline.

In past semesters, Independent Scholars at Lake Forest have examined, among other topics, political economy, sports management, ancient mediterranean civilizations, graphic design, business theory and financial analysis, medieval studies, broadcast journalism, and lighting design for the theatre.

The Independent Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the Independent Scholar Committee. See *Student Handbook*.

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the need to integrate the ideals of a liberal arts education with professional and career preparation. The College offers its students many career and professional options, including:

EDUCATION: Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered. A major in Education is available only in conjunction with another major. Details are given in the Education section under Departmental majors on page 91.

ENGINEERING: Students who wish to combine a liberal arts education with instruction leading to a degree in engineering may participate in the 3-2 cooperative program between Lake Forest College and Washington University in St. Louis, Missouri. During their three years at Lake Forest College these students will be advised by a member of the faculty in the Physics Department and will meet regularly with a representative of Washington University. They will spend the last two years in the program on the Washington University campus. Students successfully completing the program will receive both a B.A. degree from Lake Forest College and a B.S. degree from Washington University. See page 62.

LAW: The pre-law advising program, through close personal attention and advice, and through regularly scheduled meetings with members of the profession, helps students decide whether a legal career is the best profession for them. The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; the basic four-year course of study is appropriate undergraduate training for future lawyers. Advisor: Mr. Fisher.

MEDICINE: Students preparing for careers in medicine, dentistry, or veterinary medicine may major in any academic field, provided their courses of study include the necessary science courses to insure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. The Health Careers Advisory Committee* schedules interviews each year with students in this field to assess their programs, their progress, and to advise them on preparing themselves for admission to the appropriate professional schools. In addition, each student planning a career in the medical sciences will be assigned his or her own advisor from the natural sciences faculty, with whom close contact is maintained throughout the undergraduate career.

NURSING: Lake Forest College has established a cooperative program with Rush University in the field of nursing. Rush's Medical Center is the center of a comprehensive cooperative health delivery system serving some 1.5 million people through its own resources and in affiliation with eight community hospitals in northern Illinois. Students entering this program will spend their first two years at Lake Forest College and their last two years on the Rush University Campus. Upon completion of the program they will receive a B.S. degree in nursing from Rush College of Nursing. See page 62.

MEDICAL TECHNOLOGY: Lake Forest College has established a cooperative program with Rush University in the field of medical technology. Under this arrangement students spend their first two years at Lake Forest College and

*Ms. Kately (Chairperson), Mr. Faber, Mr. Greenfield, Mr. Guglielmi, Mr. Zamer.

their last two years at Rush College of Health Science. Upon successful completion of the four-year program students will receive a B.S. degree in medical technology from Rush College of Health Science. See page 63.

SOCIAL SERVICE ADMINISTRATION: Students who wish to become professionals in the fields of social treatment and social development, one option directed more toward counseling and assistance, and the other more toward community program administration, may be able to participate in a 3-2 cooperative program between Lake Forest College and The University of Chicago. In this program students attend Lake Forest College for three years followed by two years in the School of Social Service and Administration of The University of Chicago. The plan enables successful students to earn a Bachelor of Arts degree from Lake Forest College and a Master's degree from The University of Chicago in a total of five years. See page 63.

OFF-CAMPUS STUDY

Study opportunities in off-campus settings have traditionally enriched the curricular and extra-curricular options of Lake Forest students. Those who have been able to take advantage of such opportunities invariably found that they presented new perspectives, valuable facts and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no farther than the City of Lake Forest in the case of some internships. The Coordinator of International Studies, Mr. Speros, makes available to students information about quality non-Lake Forest programs which might be useful in special cases. Upon committee approval, Lake Forest College enters into a limited number of consortium agreements with select institutions in order to make it possible for LFC students on aid to retain their aid while studying off-campus. A list of prerequisites is available in the office of the Dean of the Faculty. Application deadline, March 1, 1993.

Internships and Practicums

A department or interdisciplinary committee arranges off-campus internships and practicums. The internship program is intended primarily for students who have had at least two years of course work, and for whom the internship is a chance to work in a practical, professional way in a subject area studied previously on a theoretical level in academic courses. A description of the program, "Guidelines to Internships and Practicums", is available from the Registrar's office. Students may count up to four internship credits toward graduation, but no single internship can be for more than two credits. These courses are graded only on a Credit/D/Fail basis.

Note: Effective with the 1993-94 academic year, a student must have a "C" average in all prerequisite courses in order to participate in an internship, will not be eligible to participate in the internship program if he or she is on academic probation, and will not normally receive more than three internship credits toward graduation (not including foreign internship credit).

Under the internship program, Lake Forest students work for academic credit in businesses, social and governmental agencies and other institutions both in the Chicago area and elsewhere during either semester of the academic year and during the Summer term. In order to have a summer internship, a student must submit for approval a preliminary application to the Dean of the Faculty not later than the Friday after spring break. In recent years, students worked—and studied for The Chicago Historical Society, The Museum of Contemporary Art, the Cultural Department of the Consulate General of France, The Chicago Board of Trade, the Chicago Mercantile Exchange, Baxter Healthcare Corporation, Lake County Department of Court Services, Saks Fifth Avenue, Marshall Field's, IBM, the Chicago Transit Authority (CTA), Chicago Mayor's Office of Special Events, Lincoln Park Zoo (Chicago), David Adler Cultural Center, United Way of Lake County, Office of Attorney General Neil F. Hartigan, International Visitors Center of Chicago, Chicago Medical School, Lake County Defender's Office, Children's Memorial Hospital, Lyric Opera of Chicago, Chicago Botanic Garden, Grubb & Ellis, Hammacher Schlemmer, Kraft Incorporated, The Northern Trust Company, National Broadcasting Company, Terra Museum of American Art, John G. Shedd Aquarium, WBBM (CBS Radio), and The Art Institute of Chicago. In Madrid students have interned with Colegio Siglo XXI, Hotel Mindanao, Ulled & Asociados, Santillana Publishing Company, Spanish Parliament, and Estudios Proyectos y Planificación, S.A. In Paris students have been placed with Lycée Victor-Duruy, Sotheby's, Diners Club International, UNESCO, Lycée International, UNICEF, Paris Passion Magazine, and Eurospace.

Internships and Practicums have been developed primarily under the Departments of Politics and Economics and Business; the Departments of Psychology, Sociology and Anthropology, and Art have participated significantly in the program as have the Departments of Mathematics and Computer Science, Biology, Chemistry, History, English, Philosophy and Theatre.

The success of our domestic internship program led to the establishment of the Lake Forest College International Internship/Study Abroad Programs in Madrid and Paris. Please see page 16 for details.

Program Leaves

A student may enroll during the Fall and Spring semesters for one course at another institution while remaining registered at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed (i.e., with grade of C- or better in each course) and the credits transferred to Lake Forest College, the student will be reimbursed for the per course cost of the tuition at the other institution up to the per course cost of tuition at Lake Forest College for the same period.

Lake Forest Courses Offered Off-Campus

PROGRAM IN GREECE AND TURKEY: The Program in Greece and Turkey incorporates three sequential 3½-week courses which use historical and archaeological sites and museums as classrooms to study the ancient Aegean world from the Minoan to Byzantine periods: AMC 202 (March), Greece in the Bronze Age, involves travel to Mycenaean sites on mainland Greece and to Minoan sites on the islands of Crete and Santorini; AMC 203 (April), Greece in the Classical-Roman Ages, combines study in Athens, Delphi, Olympia, Corinth, Epidaurus, and on either the Ionian coast of Turkey or the Island of Delos. AMC 204 (May), Greece in the Byzantine-Medieval Ages, involves travel to central Greece (Osios Loukas, Daphni, Meteora, Athens), the Peloponnese (Nauplion, Mistra, Monomvasia) and either Turkey or northern Greece.

Credit may be gained in art history or sociology and anthropology for any two or all three of these courses. Credit is also available in history by arrangement. For a normal spring semester 4-course load a student may take two courses during the January-February first half-semester on campus and any two of the courses in Greece, or a student may take all three courses in Greece plus one course on campus during the January-February first half-semester. For a 5-course load (at ½-course additional tuition) a student may combine two courses on campus with all three courses in Greece. (Courses available on campus during January-February include Ancient Mediterranean Civilizations 201 and independent studies offered in several departments.) (See page 58.)

Prerequisites: Ancient Mediterranean Civilizations 201 (Ancient Greece: Life, Thought and the Arts), to be offered in spring 1993 (January-February), or two courses in the combination of art history and ancient history or classical literature. Program Advisor, Mr. Cole.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN MADRID: The success of our domestic internship program, coupled with an awareness of the shortage of United States citizens possessing fluency in a foreign language and an understanding of other cultures and international concerns, has led to the establishment of the LFC International Internship/Study Abroad Program. The fall semester program is conducted in Madrid, Spain, for juniors and first-semester seniors who can demonstrate Spanish language proficiency through the intermediate level and who possess solid academic training in their major field(s). The fifteen-week program combines a two-course credit internship with a one-course credit study of language and a one-course credit seminar in Spanish culture. Students in the past have been placed in a wide range of profit and non-profit organizations in areas such as advertising, finance, management, marketing, education, museology, personnel, public relations, research, and government. Participants normally live with Spanish families. Program Advisor: Ms. Thickstun.

N.B.: The College is currently investigating the possibility of developing an International Internship/Study Abroad Program in a country in Latin America.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN PARIS: Similar in design to the Madrid Internship/Study Abroad Program (see above), the Paris program aims to provide the student with in-depth exposure to French society and culture through a combination of work experience and classroom instruction. Students must be at the junior or first-semester senior level, demonstrate French language proficiency, and have a solid academic background in their major field(s). The fifteen-week program during the fall semester is comprised of three parts: (1) a two-course credit internship in a profit or non-profit organization or government agency; in the past students have been placed in areas such as management, marketing, finance, advertising, museology, education, personnel, public relations, government, and research; (2) a one-course credit study of French language, and (3) a one-course credit seminar in French society and culture. To enhance their exposure to another culture and develop fluency in French, students will normally live with French families. Program Advisors: Mr. Smith, Ms. Hahn.

MARINE BIOLOGY: The Biology Department offers a Marine Biology program (Biology 282) during the spring semester that includes a visit to a tropical marine biology station. The program consists of two components: (1) during the regular semester, students attend regular class and laboratory meetings on campus; (2) at the end of the semester, students spend two weeks (nominally, the two weeks following commencement) off campus at the Bahamian Field Station, San Salvador, Bahamas. Prerequisite: One course in Biology. Credit: One course credit.

ACM Cooperative Programs and Washington Semester Program

Lake Forest College is a member of the Associated Colleges of the Midwest, a consortium of fourteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of The University of Chicago. By working together these colleges have expanded greatly the off-campus study opportunities for their students. When participating in some of these programs, usually as juniors, Lake Forest students meet with their counterparts from other ACM colleges. Credit is provided by Lake Forest.

These programs are intended to enhance the collegiate experience and should make sense in terms of the students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations which demand that they work on their own initiative. Students on probation are usually ineligible.

Applications must first be submitted to the Lake Forest College Committee on Off-Campus Programs from which, if approved, they will be forwarded to ACM or The American University for consideration. Since these programs are intended to complement on-campus programs, the committee reserves the right to limit their availability in order to maintain the integrity of the latter. The deadline for all programs except those specified otherwise is February 1. Applications will not normally be accepted after that date.

ARTS OF LONDON AND FLORENCE: The Arts of London and Florence program (winter/spring only) offers an intense immersion into the arts, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Course work in art, architecture, drama, Italian language and history or literature is supplemented by visits to museums, galleries and the theatre, short field trips to other areas of England and Italy, and discussions with local scholars. Students spend eight weeks in each city. Length of program: February-May. Enrollment: 40 students (20 begin in London, 20 in Florence). Eligibility: Sophomores, juniors, seniors. Credit: 4 course credits. For a 5-course load (at ½-course additional tuition) a student may enroll in a program of intensive Italian language instruction in Florence during January. Application deadline: February 1, 1993. Campus program advisor: Ms. Pudles.

CHICAGO SEMESTER IN THE ARTS: The Chicago Semester in the Arts program provides an intensive exposure to the dynamic arts scene of a major American city. Besides attending a range of cultural events, students interact with Chicago's artists through an interdisciplinary core course, a specialized topic course and an internship. The internship can be with a theatre, dance company, gallery, orchestra, publishing firm, arts service organization or individual artist. Not limited to arts majors, the program benefits all students with a serious interest in the arts. Length of program: September-December, or February-May. Enrollment: 30 students (fall); 20 students (spring). Eligibility: Juniors, seniors, and advanced sophomores. Credit: 4 course credits. Application deadline: February 1, 1993. Campus program advisor: Mr. Nelson.

CHINESE STUDIES: The Chinese Studies program offers an academic year of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism and governmental agencies operating throughout East Asia. Enrolled at the Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. There is also opportunity for independent study projects, either library-based or field-oriented. At the university, students live in dormitories with Chinese roommates. An ACM/GLCA program. Opportunities for study in Mainland China for students with one to two years of Chinese are also available and offered by the Council on International Educational Exchange, of which ACM is a member. Length of program: September-April. Eligibility: Juniors and seniors. Credit: 4 course credits per semester. Application deadline: February 1, 1993. Campus program advisor: Mr. Hazelton.

CZECHOSLOVAKIA: Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, Czechoslovakia mirrors much of East and Central Europe in its variations and uncertainties. With much of its ancient architecture intact and a topography of dramatic, contrasting beauty, the country offers tremendous opportunities to learn. The program is based at Palacký University in Olomouc, Czechoslovakia, the historic capital of Moravia. It includes intensive language training and course work, field trips, and housing with Czech students in university dormitories. Courses cover Czech and Slovak history, contemporary socio-political issues, environmental concerns, and Czech literature and culture. An ACM/GLCA program. Length of program: August-December. Enrollment: 20-25 students. Eligibility: Juniors, seniors. Credit: 4 course credits. Application deadline: February 1, 1993. Advisor: Ms. Gayle.

FLORENCE: The Florence program (fall only) offers students of art, history, Romance languages and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing a broad perspective on Italian contributions to world civilization. Course work is supplemented by visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by the students' personal immersion in the life of modern Italy, since each student lives with an Italian family. Length of program: September-December. Enrollment: 25-30 students. Eligibility: Junior and senior majors in art, history, modern languages or humanities. Prior Italian language highly recommended. Credit: 4 course credits. Application deadline: February 1, 1993. Campus program advisor: Ms. Pudles.

INDIA STUDIES: The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After a ten-week intensive orientation term, including language study, at one of the ACM colleges, India Studies participants spend six months in Pune living with Indian families. At once traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students are enrolled in the Tilak Maharashtra Vidyapeeth, where they continue language instruction, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricu-

lar activities is available: music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals. Length of program: March-December. Enrollment: 15-20 students. Eligibility: Second-semester freshmen, sophomores and first-semester juniors. Credit: 8 course credits. Application deadline: February 1, 1993. Campus program advisor: Ms. Benton.

JAPAN STUDY: After a summer orientation, including intensive language study in a mountain village setting, students spend the academic year at Waseda University's International Division in Tokyo. In addition to language study (required) electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a rural stay lets students experience another type of Japanese life for three weeks. An ACM/GLCA program. Length of program: August-June. Eligibility: Sophomores, juniors, seniors. No Japanese language study required for acceptance, but at least one semester or term of Japanese must be completed before departure. Credit: 8 course credits for full year. Application deadline: February 1, 1993. Campus program advisor: Mr. Carnes.

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES: One of America's great research libraries provides the setting and resources for this program. Students attend seminars, meet with resident scholars, and conduct their own examinations of selected topics or historical periods, using the Newberry Library's outstanding collections. In addition to the semester-length fall seminar, students may enroll in one-month seminars on selected topics during the winter/spring. Students may also pursue independent study under the direction of faculty members from their own colleges. An ACM/GLCA program. Length of program: September-December (fall seminar) for 4 course credits; January-May (month-long seminars) for 1 credit per month; variable periods (independent study and tutorials for variable credit). Enrollment: 25 students (fall seminar), 8-15 students (short-term seminars); Eligibility: Juniors, seniors, exceptionally qualified sophomores. Application deadline: February 1, 1993. Campus program advisor: Mr. C. Miller.

OAK RIDGE SCIENCE SEMESTER: The Oak Ridge Science Semester is designed to allow qualified undergraduates to study and conduct research at the frontiers of current knowledge in a prestigious and challenging scientific environment. As a member of a research team, participants engage in long-range intensive investigations utilizing the facilities of the Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. The majority of the student's time is spent in research with a mentor/advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate

in an interdisciplinary seminar designed to broaden their exposure to innovations in related disciplines as well as their major field. In addition, each student chooses one elective course from among a variety of advanced academic courses. The academic program is enriched in informal ways by guest speakers, departmental colloquiua, and the special interests and expertise of the ORNL staff. A GLCA/ACM program. Length of program: September-December. Enrollment: 20-30 students. Eligibility: Upperclass majors in biology, chemistry, geology, physics, mathematics or social sciences. Credit: 4 course credits. Application deadline: February 1, 1993. Campus program advisor: Mr. Glassman (natural sciences and social sciences).

RUSSIA SEMESTER: The enormous political, social and economic changes taking place in Russia provide a fascinating environment for this program which combines intensive study of the Russian language with an introductory course focused on Russian society. Exposure to contemporary Russian life is featured in coursework, field trips, individual projects and travel. The program is based at Kuban State University in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between Americans and Russians than is usually found on programs in Russia. Students live in University dormitories and have opportunities to visit Russian homes. Length of program: September-December. Enrollment: 30 students. Eligibility: Intermediate-level Russian language students. Credit: 4 course credits. Application deadline: February 1, 1993. Advisor: Ms. Gayle.

STUDIES IN LATIN AMERICAN CULTURE AND SOCIETY: Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, politics and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the country's provinces. Language study is stressed as the key to in-depth understanding of the culture. In San José and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community. Length of program: September-December. Enrollment: 25-30 students. Eligibility: Sophomores, juniors, seniors, with at least one year of college-level Spanish (2 years strongly recommended). Credit: 4 course credits. Application deadline: February 1, 1993. Campus program advisor: Mr. Paulson.

TROPICAL FIELD RESEARCH: The Tropical Field Research program (winter/spring) is designed for advanced work in the social and natural sciences. Independent research in the humanities is also encouraged. The diversity of ecological zones within a day's travel of the capital of Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. There is an equally broad range of study topics for students of anthropology, archaeology, economics, geography, geology, history, political science and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty advisor. Length of program: February-May. Enrollment: 20-25 students. Eligibility: Sophomores, juniors, seniors, with prior course work in the proposed research discipline and at least one year of college-level Spanish. Credit: 4 course credits. Application deadline: February 1, 1993. Campus program advisor: Mr. Paulson.

URBAN EDUCATION: The Urban Education program offers student teaching internships, a summer program leading to certification in bilingual or ESL, and one month courses in December and January on cultural awareness and language teaching in elementary schools. All courses provide intensive field experience supervised by master teachers. The program supports student teachers through a series of resource workshops, seminars, discussion groups, and individual coaching. Emphasis is placed on developing each student's strengths and on expanding his or her repertoire of teaching strategies.

Because of its location in Chicago, the program allows students to experience a rich variety of instructional settings; students can choose placements in inner city, suburban, traditional, innovation, bilingual, and special education. One goal of the program is to expose all students to the diversity of Chicago's ethnic communities.

The January and December course "Dimensions of Multiculture" explores the meaning of cultural identification and its impact on children's learning. The course serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures. "Teaching Foreign Languages in Elementary School" (FLES), which is also offered in January, examines the materials, techniques, and psychological basis for teaching a new language to children in grades K-6. The "Dimensions" course, FLES, and internships with the Chicago program can be combined with home campus coursework in teaching methods for certification in bilingual education. Other students not enrolled in this special program also complete the process of teacher certification by combining course work on their home campus with student teaching in Chicago. Program graduates are particularly well qualified to address some of the serious educational issues in urban schools. Length of Program: Fall or spring semester; fall, winter, spring, or summer term; interim or block-length option. Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequisites for student teaching. Credit: variable. Application deadline: February 1, 1993. Campus program advisor: Ms. Fox.

URBAN STUDIES: The social, cultural and economic forces which shape American cities—urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite—are all present in Chicago. The students participate in seminars on urban issues, a core course focusing on current problems in public policy, and do an independent study project, and a supervised internship. All of these help students gain a valuable understanding of the city and a clearer sense of their own values and goals. Length of program: September-December, or February-May. Enrollment: 80 students (fall); 70 students (spring). Eligibility: Sophomores, juniors, seniors. Credit: 4 course credits. Application deadline: February 1, 1993. Campus program advisor: Mr. Dye.

WILDERNESS FIELD STATION: The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of northwoods nature. Courses in ecology, vertebrate zoology, field biology, ornithology, behavioral zoology, and behavioral ecology of mammals are offered during the two month-long summer sessions, along with field biology and other electives for non-science majors plus an independent study option. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging, and camping. The base camp's laboratories and herbarium enable students to supplement their field study with the latest analytical techniques. Length of program: June-July, July-August; or both. Enrollment: 24-32 students per session. Eligibility: One college-level biology course or its equivalent is required for all courses except Field Biology and non-science electives, which have no prerequisites. Credit: 1 course credit per session. Application deadline: February 1, 1993. Campus program advisor: Mr. Weik.

ZIMBABWE: The ACM Zimbabwe Program offers students the opportunity to study the challenges of nation-building faced by independent Zimbabwe. Offered each spring, this interdisciplinary program is particularly suited to students with an interest in development issues in Southern Africa. Courses in Shona language, cultural identity, and political and economic development are offered in Harare under the guidance of an ACM faculty director and University of Zimbabwe faculty. All students will do an independent field project under the direction of program faculty or University staff, and students will also elect an optional May term focusing on an internship (1 course credit), language study, or an individ-

ual research project. Students will live with families in Harare. Length of program: January-April, optional May term for additional credit. Enrollment: 18 to 24 students. Eligibility: Advanced sophomores, juniors, seniors. Credit: 4 course credits. Application deadline: February 1, 1993. Campus advisor: Ms. Talhami.

THE WASHINGTON SEMESTER PROGRAM: This program for qualified second semester sophomore, junior and senior students is offered in cooperation with The American University in Washington, D.C. The semester program provides an opportunity to take advantage of Washington's many resources—working with and learning from the nation's policy-makers. Washington Semester students can earn a full semester of credit by participating in an internship, writing a research paper or taking an evening elective course, and attending a seminar in one of eight areas: American government, public law, foreign policy, economic policy, justice, journalism, peace and conflict resolution, or art and architecture. Internship placements are in the Congress, with an Executive Agency, print or broadcast media, interest group, think tank, or museum/gallery. Students have seminars with government officials and party leaders, and attend sessions of Congress, committee hearings and meetings. Minimum grade point average is 2.5 for students wishing to apply. Application deadline: February 1, 1993. Campus program advisor: Ms. Talhami.

COMMUNITY EDUCATION FOR ADULTS

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Community Education Program. Regular course offerings of the College are open to members of the community for credit or may be audited, and a number are scheduled at afternoon or evening hours which are convenient for adults. In addition, the College welcomes adults from the Community onto its campus for the many stimulating lectures, plays, discussions, and concerts that are part of the rich cultural environment provided for our students.

The College provides academic counseling for non-traditionally aged students. Individuals who meet the established admission requirements may take courses for college credit in individually tailored programs on a part-time or full-time basis.

For more information, call or visit the Community Education Office, Young Hall 222. Director of the Community Education Program, Ms. Gayle.

GRADUATE PROGRAM IN LIBERAL STUDIES

Lake Forest College is first and foremost an undergraduate institution. It is, however, accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, at the Master's level and it offers a single graduate program in Liberal Studies, leading to the Master's degree. This program is designed for those who have completed a bachelor's degree and who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. For additional information on the structure of the program and course listings, please see page 65. Director of the Master's Program in Liberal Studies, Ms. Cowler; Associate Director, Ms. Gayle.

COOPERATION WITH BARAT COLLEGE

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. Both colleges are on the semester system, which facilitates cross-scheduling. A student at Lake Forest may, upon the approval of his or her advisor, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted if the course is completed with a grade of C- or better. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration. Students are not normally allowed to take courses at Barat which are offered at LFC or courses numbered below 100. In cases where there is just reason for such consideration, the student must obtain the signature of his or her academic advisor and the Dean of Faculty before registration for such courses. (See "Special Charges", page 177.) **For the purposes of graduation requirements, academic probation and dismissal, Barat courses will be counted as transfer credit.**

Lake Forest students travel to Barat, one mile away, primarily for additional coursework in the creative arts—dance, ceramics, and photography. Barat students register at Lake Forest primarily in the sciences—biology, chemistry, physics.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

RESEARCH AND LEARNING RESOURCES

College Libraries

The College's library program meets the independent study and research needs of students and faculty by uniquely combining traditional library strengths in core and special collections with state-of-the-art access to information and to resource sharing.

As libraries have been evaluated traditionally, Lake Forest measures up very well, indeed: books and bound periodicals number over 250,000, the federal documents depository count exceeds 80,000 items, microforms total 85,000, and about 1200 periodical titles are current. About 5,000 volumes are added annually as well. Study space, in a variety of settings, is available for 450. With more than 90 hours per week of access in Donnelley and with reference service scheduled 70 hours per week among five librarians, availability and user assistance both firmly support instruction and individual growth.

Complementing these more traditional measures of excellence, Lake Forest

for more than a decade has provided leadership nationally in developing new services and new approaches to meeting college-level collection needs in a new information age. In the field of automated reference work, for example, Lake Forest very likely was the first small college to offer comprehensive, no charge online database searching for students and faculty, under a program supported by both the Council on Library Resources and later the National Endowment for the Humanities. Today the College is a leader among selective small college libraries in offering such databases in CD-ROM (compact disc) form.

Also, Lake Forest has had an automated circulation system and partial catalog since 1980; since 1988 a full online catalog has been available which includes subject searching. This unusual level of automation for a small college comes as a by-product of Lake Forest's participation in a University of Illinois-centered resource-sharing network. At this network's core is the U. of Illinois' Champaign-Urbana library, the world's largest publicly supported academic library. The computer link permits—again *uniquely* among college libraries—the direct end-user charging of books from this and about forty other public and independent academic libraries within the network. Daily truck delivery brings most books selected within the system within a week.

Access to periodicals, too, extends well beyond reliance on the titles locally held. Rapid access from cooperating Chicago-area and Illinois libraries brings articles by telefacsimile, by van, or mail also within approximately one week. Response time for genuinely esoteric titles varies.

Often within about a week, students and faculty have available to them directly a range of resources without peer. This resource level exceeds those of any single academic library, no matter how large, or of the combination of local and linked resources in any other selective small college setting elsewhere.

These resources all are available without leaving campus. But the Chicago area offers many other fine library collections open to Lake Forest students and faculty. They enjoy full borrowing privileges at about a dozen academic libraries which also are members of the University of Illinois-centered automated network. Also, when pre-arranged at the College, books can be checked out by students and faculty on site from The University of Chicago's extensive collections. Several other research libraries are at hand to visit, with pre-arrangement: Northwestern (Africana and art history are two strengths), The Newberry Library (humanities, history), the Art Institute, the Chicago Historical Society, and the Chicago Medical College (just a few miles north). And within Lake Forest itself, two libraries offer borrowing access to another 200,000 volumes, the academic-level Lake Forest (public) Library and the Barat College library; both are within walking distance.

The DONNELLEY LIBRARY, constructed in 1965, expanded and substantially renovated in 1983, and renovated again in 1987 to accommodate a new media facility (see "Audio-Visual" below), is headquarters for library operations on campus and home for most of the collection. The 1980's configuration takes

into account the need in an automated and resource-sharing environment for distinct zones to accommodate study, consulting, computers serving a variety of public and support functions, core and special collections, and non-print materials and service. The main, or middle, level, designed to facilitate user-librarian interaction with computers, also houses reserve collections, current periodicals, and the reference and bibliographic collection. The upper level houses the core collection of high-use, basic sources which back up day-to-day course work. The lower level houses bound periodicals, less frequently called-for books, special collections, non-print formats, staff processing functions and media services.

The College library is richly endowed with strong special collections, a result of a century-old relationship with Chicago's leadership, many of whom have been distinguished book collectors. Early gifts were from founders Senator C.B. Farwell, William Bross, and Acting President John Halsey, among others. In the mid-Twentieth Century several major collections were added, often from the private libraries assembled by nationally known collectors: humanities and rare books (Alfred Hamill), history and Americana (Everett Graff '06), drama (Garrett Leverton), Scotiana (R. Douglas Stuart), and railroad history (Elliott Donnelley and Munson Paddock).

The last dozen years have brought major additions, most significantly the papers (170,000 leaves) and library of Joseph Medill Patterson, the grandson of the College's first president and the founder of the New York Daily News (the first tabloid in this country), which was the gift of his son, James. From the estate of James R. Getz, a leader in Chicago area history and preservation, the library has received important papers along with a substantial library of Americana, including many rarities. Other very significant recent gifts include railroad historical material from the late James Sloss, art books from the late Richard Templeton and Solomon B. Smith II as well as other history and humanities volumes, in the thousands, from Edwin Asmann '28, the late U. of Illinois Professor Angelina Pietrangeli '26, the late Mrs. Gordon Bent, the late Mrs. Richard Bentley, the late DeWitt O'Kieffe and family (rare Western Americana and printing), and Adm. Heinz Loeffler (antique maps). In 1991-92 Nancy Maria Chang donated handsomely illustrated books on Asian art.

A micro-computer located in Donnelley supports curricular applications of com puting, including word processing, that relate to student research needs.

The THOMAS O. FREEMAN SCIENCE LIBRARY, built in 1961, serves the research needs of the Departments of Chemistry and Physics.

Audio-Visual

An entirely new audio-visual center on the lower level of Donnelley was completed in the Spring term of 1988, centered on a multi-function automated learning laboratory. This state-of-the-art facility permits interactive group instruction for foreign languages as well as individual audio and video playback (including international format video). Adjacent, too, are new music listening facilities, in-

cluding stereo tape, phonodisc, and C-D playback options. The Center, an integral part of the library program administratively, provides support, as well, for the heavily-used Microforms Reading Room.

In addition to the Center, audio-visual facilities are located conveniently in various buildings and departments, with administrative support from Don nelley. The Art Department maintains a separate slide library, with holdings exceeding 100,000 pieces.

The Writing Center

The Writing Center offers individual instruction and information on every aspect of writing for all members of the campus community. It is a support service for students from all disciplines who want to improve their writing, including assigned papers, creative work, lab reports, research, senior theses, etc. Staffed by the Center Director and student tutors, it provides assistance to students at all levels of writing competency. The Center, located on the lower level of the Donnelley Library building, is open six days a week, including three weekday nights and Sunday afternoons, during the regular college term.

The Writing Center promotes professional interest in the teaching of writing by organizing workshops for faculty, led by nationally known educators and by supporting discussion, consultation and informal meetings among faculty on issues of writing and pedagogy through the the curriculum. The Writing Center plays a significant role in the College's development of writing curriculum across all disciplines. The Writing Program Steering Committee advises and assists the Writing Center Director and is instrumental in recommending improvements in writing instruction.

To encourage interest and excellence in writing the Writing Center sponsors a Freshman Composition Contest and an annual Lake Forest College Writing Contest, both juried by faculty members. Winners achieve academic recognition, and their entries are included in the annual issue of Lake Forest Papers, published each spring at the end of the academic year. The Pearl E. Pauker Prize in Writing, the highest distinction of College awards for students writing in academic disciplines, and the stipend which accompanies it are awarded to the first-prize contest winner.

In 1992 Lake Forest joined the National Writing and Thinking Network, a nationwide association of colleges established by Bard College, offering summer writing workshops for high school students. The Workshop in Writing and Thinking at Lake Forest College is organized by the Writing Center Director: Alan Devenish.

Computing Facilities

Our computer resources supplement and enrich many courses in a variety of disciplines. They are also used by faculty and students for research and by students in independent studies.

The College owns two Digital Equipment Corporation computers, a VAX 4300 and a MicroVax 3400, which are used for both educational and administrative computing. The system currently supports terminal connections in six different buildings on campus. Terminal connections are available for student use. All are available sixteen hours a day, and several are available twenty-four hours a day, seven days a week.

The College also owns over three hundred microcomputers, nearly one hundred of which are available for student use. These are scattered throughout campus. Moore, Nollen, Roberts, Harlan, Lois and Deerpath residence halls contain computer laboratories, which allow students twenty-four hour access to a variety of up-to-date software including word processing, database management and a spreadsheet.

There are three computer laboratories located in academic buildings on Middle Campus. These laboratories, situated in Donnelley Library, Johnson Science, and Young Hall, provide students with software used in conjunction with specific classes as well as the software available in the residence hall laboratories. The laboratory in Johnson Science, available twenty-four hours a day, seven days a week, is also used as a teaching lab, allowing students to have an opportunity to have hands-on experience with the micro-computers during class periods. There are additional classrooms in Young Hall that are equipped to provide real-time demonstrations in courses which use computers.

Art Galleries

The Sonnenschein Gallery and the Albright Room are in the recently refurbished Durand Institute. The Sonnenschein Gallery is the scene of a variety of changing exhibitions during the academic year. The exhibitions are of two sorts: those dealing with the immediate concerns of the department, such as student, faculty and alumni exhibitions, and other exhibitions of a more extensive sort in which works borrowed from collectors are arranged to illustrate a particular art historical theme. The Albright Room is normally used to exhibit works from the College's extensive collection of Pre-Columbian and African art.

During 1991-92 the following exhibitions were mounted:

—"Portrait of Nepal: The Photographs of Kevin Bubriski"
—"Ruth Duckworth Ceramics"
—"Bits and Pieces: The Southern Illinois Tradition in Rag Rugs"
—"Endings/Beginnings: Painting/Irmfriede Hogan, Sculpture/Colleen McNally" (two faculty artists)
—"Studio Art at Lake Forest College": an exhibition of student studio art work
—"Senior Projects in Studio Art": an exhibition of selected studio art work produced by graduating seniors

The College art collection consists of the Sonnenschein Study Collection of several hundred European drawings and prints, the Freehling Gift of contemporary American prints, many of which hang in Young Hall, an extensive group

of Pre-Columbian and African works, and prints, drawings, paintings and photographs from various periods.

REGISTRATION

Each spring students enrolled in the College pre-register for the next academic year. Freshmen have an opportunity to indicate their course preferences during the summer preceding their entrance to the College. Such course choices, including the spring pre-registration plans, are formally completed during designated registration periods in the fall. All registration forms must be signed by the student's faculty advisor before they can be accepted by the College's Registrar. Additional days are set aside, prior to the spring semester, for the purpose of confirming registration plans, or making changes in those plans. A fee is charged for late registration. All students must validate their registration for the fall and spring semesters; failure to do so may result in a cancellation of registration.

ADVANCED PLACEMENT

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3," "4," or "5" on the examinations entitle students to *at least one course credit* except that a grade of "3" or better on **both** the microeconomics and macroeconomics exams is required for **one** course credit in economics.
Each department will determine the specific amount of credit to be awarded. Grades of "1" or "2" do not entitle students to credit.

INTERNATIONAL BACCALAUREATE PROGRAM

Students who have successfully completed International Baccalaureate courses and taken the appropriate higher level examinations provided by the International Baccalaureate program may apply for college credit for this work. Grades of "4," "5," "6," or "7" on the examinations entitle students to at least one course credit. Each department will determine the specific amount of credit to be awarded. Grades of "1," "2," or "3" do not entitle students to credit. Students may not receive credit for both Advanced Placement and International Baccalaureate program examinations in any given department.

CREDIT BY EXAMINATION

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate the instructor may make requirements in addition to the examination. For a credit to be awarded, a grade of C- or better must be earned on the examination, but the student's transcript will show only a Credit.

Special examination will not be allowed for courses which are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics), and will not normally be allowed for a course in which the student was previously enrolled or which the student audited.

NORMAL COURSE LOAD, CREDITS, AND FULL-TIME STATUS

A normal course load is four (4) course credits per semester, but a student may choose to take any load between three (3) and four-and-one-half (4½) course credits. An overload is anything in excess of 4½ credits in a given semester*. With the permission of the advisor, a student may register for an overload if the total is not greater than five (5) course credits in any semester.

A student has full-time status if he or she is registered for at least a three course credit load (12 semester hours) per semester.

In the fall of each year, students register for a full course load for the entire year, unless they are seniors needing less than a full course load to graduate on time.

ACADEMIC STANDING

A student will be classified as a sophomore if the student has completed 7 course credits, as a junior if he or she has completed 15 course credits, and as a senior if the student has completed 24 course credits. A total of 32 course credits is required for graduation. (See "Requirements for Graduation," page 36.)

The record of every student is reviewed by the faculty at the end of each term. A student is subject to dismissal if his or her GPA in any term is less than 1.0. A student on academic probation is subject to dismissal if his or her GPA is less than 2.0 for the probationary term(s). Further, no student may be on academic probation for more than two consecutive semesters without being subject to academic dismissal.

A student may be placed on academic probation by the Dean of the Faculty or the Academic Appeals Board as a warning that he or she is in danger of academic dismissal. A student is placed on academic probation whenever his or her cumulative grade point average falls below that required for a student of his or her standing as follows: Fewer than 12 credits earned, 1.5; 12 to 19 credits earned, 1.8; 20 or more credits, 2.0. No student on academic probation may be less than a full-time student without special permission from the Dean of the Faculty.

*For the tuition fee for a course overload, see pages 173 and 177.

ACADEMIC HONESTY STATEMENT

Lake Forest College is committed to the highest standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends upon cooperation among students, faculty, and administrators.

For a detailed description of the "Statement on Academic Honesty" (i.e., the responsibilities of students, faculty and staff and the composition and charge of the Academic Honesty Judicial Board), see the *Student Handbook*.

GRADES

The College employs an A, B, C, D, F grading system. Faculty may, if they so choose, append a plus or minus to all grades A through D, with the exception that there will be no grade of A+. The A grade is awarded for work of clearly outstanding quality. The B indicates "good", C "satisfactory", D "marginal". The departments may require a grade of C or better in courses prerequisite to more advanced work. A course for which the D grade is received may be repeated for the purpose of improving the grade, but not for additional credit. F indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded. The grade point average for the current term and the cumulative grade point average computed as follows will be recorded on the transcript at the end of each semester: A, 4.0; A-, 3.67; B+, 3.33; B, 3.0; B-, 2.67; C+, 2.33; C, 2.0; C-, 1.67; D+, 1.33; D, 1.0; D-, .67; weighted according to course credit.

With the approval of their advisor, students may choose for each course the option of receiving a notation on the transcript of "credit" to indicate a grade of C-or better. With this option, grades of D (no + or -), F, W, and WF would be recorded on the transcript as usual. Application for this option and for changing back to letter grades must be made before the end of the first two weeks of the semester.

Grade reports for failing, barely passing, or incomplete work are issued for all freshman students and a copy is sent to their parents at midterm. Final grade reports are sent to students at the close of each term.

Incompletes: A student who is prevented by illness from completing the requirements of a course may, on the initiative of the instructor, receive a grade of I (Incomplete). The student must complete the appropriate assignments and deliver them to the instructor no later than the end of the first week of classes of the Spring semester if the I was received at the end of the Fall semester, and no later than one calendar week after the close of the Spring semester final exams if the I was received in the Spring semester. Instructors are required to turn in the revised grade to the Registrar within three days after the grace period. Extensions of the deadlines require the special permission of the Dean of the Faculty. If the Registrar does not receive a revised grade by the appropriate deadline, a grade of F will be recorded in place of the I.

X Grades are awarded at the initiative of the instructor, when a student who has been doing passing work or better in a course unexpectedly fails in a final assignment. The student has the same amount of time to redo the assignment, or its equivalent, as for an Incomplete, but the revised grade cannot be higher than a D+.

A grade of *"progress"** is used at the end of the first term of a two-term senior thesis or other independent study project when the student is progressing satisfactorily but will not complete the project until the end of the next term, at which time a final grade for both courses will be entered. Satisfactory progress implies at a minimum a C- grade for the work thus far completed. Accordingly, should a student receive a final grade of D or F in the thesis or other project, the revised "Progress" grade cannot be lower than a C-.

THE DEAN'S LIST

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. Only Lake Forest College course credits are counted. To be selected for this honor, a student must have received during the year at least six graded course credits, the student must have received no more than two credits on the Credit-D-Fail option, and the student must have attained a grade point average during the year of at least 3.60.

In order to reward outstanding academic performance and to provide adequate challenge to the brightest of our students, those who gain Dean's List distinction are permitted to take a fifth course without additional charge during one semester of the year following that distinction. Only applied music courses and courses offered through ACM and non-LFC off-campus programs are excluded from this policy.

COURSE CHANGES AND COURSE WITHDRAWALS

(See pages 176-177)

In order to change from one course to another after Registration a student must file a Change of Registration form. *If this is not done failure in the course will be recorded.*

Withdrawal from a course:

a. *Load Reduction From 4½ or Above to No Fewer than 3 Courses*
Since the normal course load is defined under the semester system as

*These regulations apply to undergraduate work only. See page 69 for the Progress grade and the Master's Project.

from 4½ to 3 courses, students may, if circumstances require and the academic advisor approves of the withdrawal in writing, adjust from 4½ courses (or more if the student has previously registered for an overload) to as low as 3 courses, with the following consequences:

i. Within the first two weeks of the semester course the withdrawal will be regarded only as a permissible change of registration. Only the courses in which the student remains registered will appear on the transcript.

ii. In a 15-week course after the end of the second week, but before the end of the eighth week, withdrawal of this type will result in a W on the transcript (unless medical withdrawal is authorized—see page 35).

iii. After the end of the eighth week of a 15-week course withdrawal will result in either a W or WF depending on the instructor's evaluation of the student's progress. **No student may withdraw from a course after the last day of classes (i.e., during the exam week).**

All such withdrawals, although falling within the normal load range, will be reviewed as a matter of course by the Dean of Faculty before being processed by the Registrar. **There are no refunds for reductions within the normal course load**. *Failure to withdraw officially from any course (including physical education) in which a student is officially registered will result in the recording of a failing grade in that course.*

b. *Reduction of Load to Less Than 3 Courses*
A full-time resident student will not normally be permitted to reduce his or her course load to less than 3 course credits in any one semester.

c. *Medical Withdrawal*
If a student is advised by his or her attending off-campus physician or other appropriate off-campus health care professional to withdraw from one or more courses (but not from the College) after the first two weeks of the semester the student may apply to the Dean of the Faculty for Medical Withdrawal from the relevant course(s).

Applications of this type must be made in writing to the Dean of the Faculty and must be accompanied by the signed statements from the attending off-campus physician or other appropriate off-campus health care professional. After application has been made, students may, at the Dean of Faculty's discretion, receive a grade of MW instead of W or WF.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

WITHDRAWAL FROM THE COLLEGE

A student who finds it necessary to withdraw from the College must confer with the Dean of Students and file a withdrawal form. Failure in courses will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses. The actual date of withdrawal is the date on which the withdrawal form is filed with the Dean of Students Office.

MEDICAL WITHDRAWAL FROM THE COLLEGE

Students may apply to the Dean of Students requesting permission to withdraw for certifiable medical reasons. The notation MW (Medical Withdrawal) is to be allowed only where the Dean of Students judges that serious illness (i.e., illness for which the student is placed under the care of an off-campus physician or other appropriate off-campus health care professional) requires the student to leave the College for proper treatment and convalescence.

Application for Medical Withdrawal must be made as soon as is practical after the attending off-campus physician or other appropriate off-campus health care professional recommends withdrawal. Such application must include a letter from the physician or other appropriate off-campus health care professional explaining (a) the reason for the student's withdrawal and (b) specifying the date at which the student came under his or her care for that illness.

Financial consequences of Medical Withdrawal are the same as those for Withdrawal from the College. See College Expenses, page 173.

APPROVED PROGRAM WITHDRAWAL

Approved Program Withdrawal is only available to students who *have received approval* from the Academic Appeals Board for a specific program or an approved 3-2 program. The length of such a "program withdrawal" is to be the same as the length of the approved program.

Such individuals would be assured re-admission to the College. However, the individual receiving such a withdrawal must understand that he or she is responsible for initiating the return process with the Admissions Office in a timely fashion. (Normally 6 weeks prior to the intended return date.)

If an above-mentioned individual wants to be eligible for preregistration privileges and room draw privileges under the same conditions as currently enrolled students, he or she must make the appropriate deposit in the Business Office by the required date.

COURSE AUDITING

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $300 per course. Examination for course credit will not be permitted in an audited course.

CLASS ATTENDANCE

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions. Each member of the faculty has the prerogative of establishing specific attendance regulations which, in his or her opinion, are best suited to the course.

REQUIREMENTS FOR GRADUATION

A total of thirty-two course credits is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum of eight may be required. No student may take more than fifteen credits in any discipline. It is required that twelve of the last sixteen credits be Lake Forest College credits. (A student may petition to spend an entire junior year elsewhere. See *Lake Forest College Student Handbook* for details.) It is required also that the last four credits, with the exception of credits earned during LFC-supervised internships, be earned on campus. No more than sixteen transfer credits can be counted toward Lake Forest College degree requirements.

A student must accumulate a 2.00 grade point average in courses taken at Lake Forest College. See *Lake Forest College Student Handbook* for details concerning the computation of the GPA. This requirement is applicable either to those courses taken after the 1988 summer term or to all courses taken at Lake Forest College. A student enrolled before the fall of 1990 will be graduated if the GPA computed either using plus and minus designations or without considering them is at least 2.0. Exceptions to these rules can be granted only by the Academic Appeals Board.

For students who have matriculated at the College prior to August, 1993, no specific distribution of courses is required within the electives outside the major. But students are urged to choose their courses carefully, keeping in mind that breadth of background as well as concentration in one field of interest are essential ingredients of a liberal arts education. Certain courses require proficiency in mathematics and/or foreign languages. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work. Students who matriculate in August, 1993, and thereafter will fulfill distributional requirements, as outlined on pages 8-10 of this *Bulletin.*

GRADUATION WITH HONORS

Graduation with Honors at Lake Forest College may be achieved in two categories: the grade point average (GPA) and/or the student's major field.

The category for general honors at graduation will consist of *summa cum laude* for GPA's from 3.9 to 4.0, *magna cum laude* for GPA's from 3.7 up to 3.9, and *cum laude* for GPA's from 3.4 up to 3.7. The student must present at least fourteen Lake Forest College courses taken with the full range of the letter grades (A, B, C, D, F, but not CR). *See Lake Forest College Student Handbook* for complete requirements and details concerning transfer credit.

The category for specific honors at graduation in the student's major field is based on a clear demonstration of superior mastery of the subject, and on the ability to do outstanding scholarly work on a senior thesis, as judged by the examining committee. If the Senior Thesis is found to be an outstanding and original piece of research, Senior Thesis Honors will be awarded regardless of whether the student is graduating with Honors in his or her major field of study. (In exceptional circumstances a well-documented senior research project or imaginative creative project may be a substitute for the senior thesis, provided members of the departments involved give their unanimous approval.) See *Lake Forest College Student Handbook* for complete requirements. The 1992 graduates who received Honors in these categories are listed on page 210.

PRIZES AND AWARDS

The College community honors and rewards the outstanding achievements of its students and faculty by acclaiming them in public and by awarding them significant prizes at the Senior Honors Convocation in May and the first Convocation of the fall semester.

In keeping with the dignity and College-wide importance of the Convocations, only the most outstanding achievements are to be honored in this way. Prizes are not awarded to the best students in a given graduating class, but to those students who have proved themselves genuinely outstanding by absolute rather than relative standards. Each prize is to be a distinguished and valuable reward commensurate with the occasion and with the prize-winner's achievement.

Such distinction and value are embodied particularly in the prizes endowed and donated by friends and alumni of the College to perpetuate their ties to the academic community. These awards, presented at the Fall and Spring Convocations, collectively express and celebrate not only intellectual and personal excellence but also the special, enduring relationship between present and past generations of Lake Forest College. Outstanding students in academic areas for which there are no endowed or donated prizes are honored out of the College's own prize fund for graduating seniors.

Awards and prizes other than those referred to above are presented at departmental gatherings or at chapter meetings of the respective honor societies.

The endowed and donated prizes are: the McPherson Prizes for Excellence in Scholarship given in English, philosophy, foreign languages, and dramatics. The Fredericka L. Stahl Memorial Awards are presented for excellence in the natural sciences. The Phi Beta Kappa Senior Thesis Award is given for outstanding scholarship in a senior thesis. Scholar/Athlete Awards are given to letter winners with the best academic records. The College also offers the Harold B. Curtis Prize in Mathematics, the Sterling Price Williams Prize in Psychology,

the Solly A. Hartzo Award in Politics, the Richard W. Hantke Award in History, the Warren A. Peterson Memorial Award in Economics, the Gail DeHerder Memorial Prize in Creative Writing, the Scott Award in Religion, the Senior Prize in Art History, the H. Murray Herlihy Prize in Economics, the Leo F. Van Hoey Senior Prize in Sociology and Anthropology, the Senior Prize in Computer Science and the Nicholas J. Wasylik Senior Athletic Award. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community, while the Peter C. Clute Award recognizes outstanding character. The Jacob Wardwell Edwards Prize is presented to the freshman demonstrating outstanding qualities of leadership. The Emma O. Haas Memorial Awards for Merit in Scholarship honor the students who have compiled the best all-around academic records in the sophomore, junior and senior years and who demonstrate breadth and depth in their course work. The Tamara Lee Wefler Award, established by the Class of 1977, is presented annually to a senior whose spirit and character have encouraged the acceptance of a diversity of values and a sensitivity toward the welfare of others. A new award recently has been endowed: the Harald C. Jensen Prize for the most outstanding senior thesis describing original independent research in experimental physics. In 1988 the Fran Asher Prize for Excellence in Philosophy was established to honor a junior majoring in philosophy who has demonstrated original and creative work in the field which suggests unusual capacity for future work in philosophy. Two awards were established in 1989: The Pearl E. Pauker Prize in Writing and the Pearl E. Pauker Prize in Science. The former constitutes first prize in the Lake Forest College Writing Contest; the latter recognizes outstanding experimental science research, below the senior prize level, for work done at Lake Forest College through the summer following the junior year. In the spring of 1990 the Senior Prize in American Studies was renamed the W. Gordon Milne Prize in American Studies to honor the memory of Professor Milne, who served the College from 1951-1986. A list of the 1992 senior award recipients is on page 205.

PHI BETA KAPPA

Phi Beta Kappa, the national honorary scholastic society (founded in 1776), is open to undergraduate men and women with outstanding academic records. The Lake Forest College chapter (Theta of Illinois), one of 240 in the nation, includes both faculty and students as members. See page 203 for the 1992 Phi Beta Kappa Graduates of the College.

The chapter is an organization independent of the College (though "sheltered" by the College) and of its curriculum, and thus determines its own standards for admission, standards which are in keeping with those of the United Chapters of Phi Beta Kappa. Evaluation of candidates for election includes an examination of their grade point average, an appraisal of the scope of their course work, and a recognition of recommendations from their professors. Phi Beta Kappa emphasizes excellence in scholarly achievement and the pursuit of broad cultural interests.

MAJOR ENDOWED SCHOLARSHIP FUNDS

See page 193 for a list of the Major Endowed Scholarship Funds and the 1991-92 recipients. All scholarships require demonstrated financial need.

Lake Forest College Courses of Instruction, Majors and Degree Programs

One of the following abbreviations, appearing immediately after the course title throughout the catalog, indicates the semester the course is offered:

F-Fall
S-Spring

Freshman Studies and Special Interest Courses 1992-93

FRESHMAN STUDIES PROGRAM 1992-93

The Lake Forest College Freshman Studies Program has been established to create a special, intellectually engaging atmosphere of close interaction between students and teachers.

Every year the College carefully selects approximately twenty of its faculty members to participate in this program, and each of them becomes both an advisor and an instructor to a group of about fifteen freshman students. By combining the teaching and advising roles, the College fosters a very special relationship between faculty members and freshmen. An entering student and his or her teacher/advisor come to know each other well, because the student has an instructor who is at the same time an academic contact, a mentor and guide, and a role model.

For the 1992-93 academic year, the College offers a specially developed set of seventeen Freshman Studies courses to be taught by Freshman Studies Program teacher/advisors. Incoming freshmen will be assigned to Freshman Studies courses on the basis of choices they make by mail during the summer. Each student will then receive a list of readings for his or her designated Freshman Studies course, and will be asked to start preparing for the course during the summer. The course will begin at the time of Freshman Orientation. The teacher of the course will serve as advisor to each of the approximately fifteen students enrolled in it.

Freshman Studies courses are designed to engage students in the academic investigation of a particular subject; to encourage students at the start of their undergraduate career to feel a real sense of commitment to and enthusiasm about learning, which will then carry over into the rest of their four years at the College; to offer an experience of academic intensity that will demand en-

ergy and effort; and to promote the development of good work habits and academic skills that will pay dividends during college and beyond. Our goal is to get students excited about cultivating their skills and insights as they explore issues about which they and the instructor are curious.

Freshman Studies courses emphasize integrative thinking and reasoning skills. They develop writing skills by means of frequent written work that is carefully evauated, revised, and re-evaluated. And they require student involvement through focused class discussion, group interaction, and similar activities that depend upon student preparation. We encourage courses that teach and make significant use of research skills.

Descriptions of the Freshman Studies courses to be offered during the fall of 1992 are given below.

103 ODYSSEYS: JOURNEYS OF THE HUMAN SPIRIT F Mr. Cole

Starting with Homer's *Odyssey*, this course will examine several famous literary "journeys" from several different times and places. In what ways do these quest-accounts reveal their authors' differing cultural assumptions? Do these literary explorations serve at times to challenge traditional values or to provide the occasion for "inner journeys" of self-discovery? Readings for group discussion or individual investigation will be drawn from such diverse possibilities as the Babylonia *Gilgamesh Epic, Candide, Huckleberry Finn, Heart of Darkness, Passage to India* and *Grapes of Wrath.* (Cross-listed as Comparative Literature 103 and Religion 103.)

104 JAPANESE: THE LANGUAGE AND CULTURE TODAY F Mr. Hazelton

The primary goal of this course is to begin to break down the two major barriers between us and an adequate understanding of the powerhouse that is modern Japan. The two barriers are the lack of knowledge of the Japanese language and of the Japanese culture. To address the first, we will begin an intensive study of modern Japanese, spoken and written. Students wishing to continue the study of the language will be well prepared to take Japanese 112 in the Spring semester, the standard second-semester course for first year Japanese. To overcome the second barrier we will go beyond the conventional wisdom and stereotypes that too often pass for an understanding of Japan. That country is beginning to experience a crisis of values. The famed Japanese work ethic and spirit of self-sacrifice are being challenged by a society-wide shift to an emphasis on the individual. This can be seen in everything from a growing consumerism to a search for personal fulfillment not based solely on achievement in a hyper-competitive atmosphere. We will read English translations of Japanese materials that give a first-hand glimpse of the cultural background and contemporary life of the modern Japanese citizen (Donald Ritchie's *Geisha, Gangster, Neighbor, Nun* is an example of the kinds of sources we will use). We will visit Chicago area sites such as a Zen meditation center, a Kabuki theater and a mini-mall operated for and catering to the Japanese national working in Chicago full of Japanese-style shops. We will also invite Japanese nationals and Japanese-Americans to join our class on occasion to enrich our discussion of topics on Japan's contemporary crisis of values. (Cross-listed as Japanese 104.)

105 PHOTOGRAPHY: THE SCIENCE AND THE ART F Mr. Donnally

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Cross-listed as Physics 105.)

106 MUSICAL IDEAS, MEANINGS, AND CONTEXTS F Mr. Nelson

How does music function in different cultural contexts? What, if anything, does music express? What *is* music? This course will examine a wide variety of music—including those from Third World countries, American urban and rural cultures, and diverse contemporary experimental traditions—answering these essential questions. No formal musical background required. (Cross-listed as Music 106.)

107 REBELLION AND REVOLUTION: COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS F Ms. Wallace

When is social life disturbed? There are established ways of challenging existing patterns of social life: these are called social movements. There is also social action which occurs in less structured ways, when people try to work out common responses to situations: lynch mobs, riots. This course will examine both distinct forms of social action, as well as definitions, types, theories, tactics, and the life course of various forms of collective behavior, and social movements. (Cross-listed as Sociology and Anthropology 107.)

109 COMMON ANCESTRY: THE EVOLUTION OF EUROPE'S LANGUAGES F Ms. Sinclair

Once upon a time almost all of the languages of Modern Europe—English, German, French, Greek, Russian, etc.—were a single language family. How did they come to be so different today? Factors such as historical events and social change have played a considerable role, but the very nature of language itself is to change. We will look at some basic principles of linguistics, consider in broad outline the history of Europe, and call on the experiences of New World immigrants, to examine and help illustrate how languages evolve. No knowledge of any foreign language is necessary. (Cross-listed as Foreign Languages; Foreign Civilization 109.)

110 SURVEY OF PSYCHOLOGY LABORATORY 6 F Ms. Brekke

Psychology is seemingly everywhere in modern American soceity. From talk shows to advice columns and self-help books, we are constantly exposed to popular (and often contradictory) wisdom about psychological issues. In Survey of Psychology you will learn about the *science* of psychology. We will learn about the results of scientific investigations into the nature of learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, the biological bases of behavior, social interaction, and social diversity. You will learn about how psychologists test their theories and hypotheses as well as how to evaluate psychological claims with a critical eye. In Survey of Psychology Laboratory, we will adopt a "hands-on" approach to learning the basic methods and principles of psychology. Through a combination of prepared laboratory exercises and independent research projects, you will repeat some of the classic experiments in psychology and will experience what it is like to conduct psychological research. In addition, you will have the opportunity to start testing some of your own psychological hypotheses. (Cross-listed as Psychology 110.) [F.S. enrollees are urged to sign up for Section I of lecture.]

110-1 GENERAL CHEMISTRY LABORATORY I F Mr. Thompson

An introduction to the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces computer plotting and quantitative measurements. Three class meetings, one laboratory per week. (Cross-listed as Chemistry 110.) [FS enrollees are urged to sign up for Section 1 of lecture.]

110-4 INTRODUCTION TO PHILOSOPHY: ASIAN THOUGHT F Mr. Hull

An introduction, through representative Asian thinkers from India, China, and Japan to fundamental philosophic issues such as the nature and meaning of human life, what true happiness is, and what is real. We will journey with an Indian yogi; join the company of a Taoist sage; meditate with Zen Buddhists; and investigate the Japanese tea ceremony. This will be an interdisciplinary involvement drawing on literature, art, film and even gardens. (Cross-listed as Philosophy 110-4.)

110-5 UNDERSTANDING LITERATURE: SHORT STORIES, POEMS, PLAYS F Mr. Mallette

This course is intended to teach students how to become sophisticated readers of serious imaginative literature. We will, therefore, learn a variety of critical methods that will provide students with various approaches to the text. We will learn about genres and methods of genre criticism, and so will focus upon various kinds of poems (short and longer), drama, fiction (short and longer). We will learn how to read closely and in slow motion. We will develop a critical vocabulary and learn how to ask the right kinds of questions about how figurative language works. We will learn how to approach a text from a variety of critical perspectives. Our anthology will be *The Norton Introduction to Literature.* We will also learn bibliographic skills. (Cross-listed as Comparative Literature 107.)

110-6 WOMEN'S VOICES IN LITERATURE F Ms. Harmon

Women writers have a variety of voices that reflect the way they view themselves and the societies in which they live. Spanning the nineteenth and twentieth centuries, the course selections have been written by English, American, and African women. Students will discover the differences as well as the similarities in these voices as revealed in such works as *Frankenstein, Jane Eyre, The Awakening, The Bluest Eye,* and *The Joys of Motherhood.* Throughout the course, students will be exposed to current

feminist scholarship and supplementary audio/visual materials. (Cross-listed as Comparative Literature 105.)

113 SUBURBS F Mr. Ebner

Writing-intensive interdisciplinary seminar examining the changing and expanding roles of American suburban life since 1945. Special emphasis devoted to Chicago's network of suburbs along its North Shore, especially Lake Forest, as well as Naperville and Vernon Hills. Combines classroom sessions with five field studies.

114 THE FBI AND TWENTIETH-CENTURY AMERICA F Mr. Rosswurm

A course on the FBI in the making of twentieth-century America; topics for discussion include J. Edgar Hoover's personality and political image of G-Men, and the Bureau's monitoring of dissent and harassment of radicals from the 1910s to the present; books, movies, and FBI files are among the sources to be examined.

140 POVERTY AND DISCRIMINATION F Ms. Tuttle

This course explores the nature and extent of poverty in the U. S. and its causes and consequences. The existence of discrimination in the labor markets on the basis of sex and race will be studied. Emphasis is placed on the socio-economic explanations for poverty and the government's policy response (welfare programs, job training, affirmative action). (Cross-listed as Economics 140.)

151 BIOLOGY OF CELLS LABORATORY I F Mr. Paulson

An examination of cells as the fundamental units of life. The topics to be covered include: the structure and function of the cell and its parts, energy relationships at the cellular level and an introduction to the nature and organization of the genetic material. Laboratory will be an open-ended investigative approach to biological research methods. (Cross-listed as Biology 151.)

155 DEMOCRACY AND LEADERSHIP F Mr. Alulis

Democracy as rule of the people almost always means rule by the people's leaders.This course explores the nature of democracy and of democratic leadership and of the relation between the two. What is it that makes democracy so valuable and what are its greatest weaknesses? What kind of leaders does democracy produce; what kind does it need, what kind pose a threat to it? While readings are drawn from both ancient and modern sources, our starting point is the democracy of classical Athens and the character of its greatest leaders.

192 A WORLD OF EXAMPLES: PRACTICAL AND IMPRACTICAL ASPECTS OF MODERN MATHEMATICS F Mr. Courant

This is a tour of old and new topics of pure and applied mathematics. We will learn about Eulerian and Hamiltonian networks, graphs and circuits, scheduling problems, and methods of linear programming. Next we study statistics and probability through game playing. In the field of Social Choice we will study decision making, voting, weighted voting, and game theory using topics previously covered. The course concludes with elementary topology and geometry. We will discuss optimal form, natural laws, laws of modern physics, and the evolution of mathematics through its incarnations as religion, philosophy, and science. There will be several writing assignments. Prerequisites: an acquaintance with arithmetic, geometry, and elementary algebra afforded by three years of high school mathematics.

FRESHMAN STUDIES COURSE FOR RICHTER SCHOLARS

This course is designed to introduce freshmen to the richness and diversity of human knowledge. Enrollment is limited to those invited to become Richter Scholars.

180 WAYS OF KNOWING F Mr. Zilversmit

"Knowing" is a crucial concept. What we know and how we know helps to define who we are. Knowing is central to how we view the world and how we assess our place in it. The process of knowing—how we attain knowledge—is the central question dealt with in this seminar. The seminar examines the underlying assumptions, prevailing theories, and methodologies of various disciplines within the liberal arts. Faculty members from various departments will conduct classes on topics chosen from their fields. Through readings and discussions, students will explore the approaches to knowing in the humanities, the social sciences and the natural sciences. (By invitation only.)

SPECIAL INTEREST COURSES

All departments of the College offer courses of an introductory nature which are intended primarily for freshmen and which are listed and described under the various departments. All courses designated at the 100 level are recommended for freshmen, and many courses at the 200 level are open to freshmen without prerequisites or special permission. In addition, the College offers a number of courses or sections of courses which are open only to freshmen, and which are smaller in class size than most regular courses, to allow for more concentrated instruction, and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication and basic mathematics. The College recognizes the importance of good communication skills and of maintaining high standards in the written work which is a part of course requirements in all departments of the curriculum.

Basic writing skills are the main topic in English 100 (Freshman Composition). A Freshman Seminar emphasizes research and discussion, and is suitable for students who already feel more confident of their writing skills. Mathematics 100 is for students who have had less than three years of high school mathematics; a placement examination will be offered during freshman orientation and is required for enrollment in Mathematics 100 and 105. An additional college resource, important for freshmen, but open to all members of the college community, is the Writing Center, with Mr. Devenish, Director, and student tutors. The Writing Center administers the writing placement test during freshman orientation, by which students can assess with the advisors whether or not they would benefit from taking English 100. The Writing Center, which is located in the Donnelley Library, offers tutoring in writing, at all levels of difficulty and for all disciplines. Students may enroll for credit on a long-term basis (English 101), or for non-credit tutoring for varying lengths of time.

N.B. All the following courses are for credit; none are required courses.

ENGLISH 100 FS Staff

English 100 is a composition course for freshmen and other students who need practice in writing effective expository and argumentative prose. The emphasis in the course is placed on methods of developing unified and coherent papers as well as on grammar, usage and other fundamentals of English. The course will also help develop the student's critical reading ability, offer guidance in the use of the library's resources, and provide individualized aid for writing assignments which students in the course may be preparing for their other classes. To continue to improve writing skills after completing English 100 a student might enroll at the Writing Center for regular or periodic conferences either with the director of the Writing Center or with an experienced upper-classman writer as a peer tutor. The Director of the Writing Center may recommend taking atutorial for credit to build on the progress made in English 100.

MATHEMATICS 100 F Staff

Basic numerical skills are important for study in many areas, including statistics, computer science, economics, and the physical sciences. Mathematics 100 is a course in elementary algebra, *intended only for students who have had less than three years of high school mathematics,* and who wish to prepare themselves for further quantitative types of study, either in the Math Department or in other areas. Such topics as radicals, complex numbers, solutions of systems of equations and inequalities, and the quadratic function, will be studied in detail.

FRESHMAN SEMINAR

In a freshman seminar, a small group of students, led by one or more faculty, explores a broad issue in human nature or culture from various intellectual perspectives. Each seminar has an enrollment of twelve to fifteen students and places special emphasis on student participation in discussion, on oral and written presentations during the seminar, and on the development of research techniques and analytic skill. Participants should have already demonstrated basic competence in writing.

109 I, TOO, SING AMERICA: A SOCIAL PSYCHOLOGY OF RACE AND DIVERSITY F Ms. Judice

Taking its title from the Langston Hughes poem, this seminar will investigate psychological aspects of Black-White race relations in America. What are some of the opportunities and obstacles to our joining with Hughes in feeling about ourselves, "They'll see how beautiful I am . . . I, too, sing America"? In addition to the study of racial diversity, attention will also be directed toward other important psychosocial differences —including other ethnic, sexual, and religious differences. Topics include intergroup and interpersonal communication, cooperation, conflict, defensiveness, attraction, and prejudice. Psychological theories about these topics will be emphasized, but the seminar will draw heavily on interdisciplinary perspective (e.g., history, politics, biology, literature, economics, etc.). Diversity in the seminar participants themselves—faculty, students, and guest lecturers—will be an important resource for the seminar.

WRITING ON SPECIAL TOPICS

These courses, which may be interdisciplinary or departmental, are designed to help students improve their writing, critical reading and research skills, but unlike English 100, are focused on a topical theme. Writing on special Topics may or may not count toward a departmental major, depending on the department offering the course.

105 AMERICAN MUSICAL THEATRE IN PAST AND PRESENT

A study of representative musical comedies, operettas and related works which will provide topics for papers by students. Emphasis will be placed on relationships to political, social and cultural events. Video-tapes of musicals are viewed and discussed. Among works to be discussed are: *The Desert Song, Show Boat, The Threepenny Opera, Porgy and Bess, Oklahoma!, South Pacific, My Fair Lady, A Little Night Music,* and others. The course will also work with word processing. (Cross-listed as Music 105. Not offered in 1992-93.)

210 OBSERVING THE SCHOOLING PROCESS FS Staff

An introduction to the teacher-learning process from pre-school through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus will be placed upon developing competencies in educational library research and writing skills. (Cross-listed as Education 210.)

SOPHOMORE HONORS SEMINAR

Each year an interdisciplinary honors seminar is taught on the sophomore level. The seminar is designed for Lake Forest sophomores who are prepared for a more than usually demanding and challenging academic experience, who want to read certain classics of the tradition of western thought in a seminar format in which they, rather than the instructor, are primarily responsible for generating the topics for discussion at each class meeting. Enrollment is limited to fifteen students and requires permission of the instructor.

250 HUMAN POSSIBILITY AND LIMITATION

How much control does man have in determining events and their consequences? What forces are beyond man's control? The seminar will pose these questions in connection with readings from Homer, Sophocles, Augustine, Dante, Shakespeare, Darwin, Marx, Freud, and Beckett. (Not offered in 1992-93.)

251 HEROISM: TRAGEDY AND TRANSGRESSION F Mr. Fisher

Many of our notions of the hero are still derived from early epic literature, which presents a paradox: the hero is most truly himself when he dies; the perfect fulfillment of heroism is death. While heroes are found not only in battle, cultures both ancient and modern seem reluctant to acknowledge a pure heroism: the hero is frequently a problematic and ambivalent figure, raising fundamental questions of morality and mortality. What is a hero, in different cultures and in different times? Why are heroes so closely linked to tragedy? How do the concepts of limitation, transgression an flaw play a role in defining the heroic? These are some of the questions pursued in readings from all literary genres, and in examining the discourse of such forms as opera and film. The seminar analyzes major works of Homer, Shakespeare, Goethe, Melville and Dostoevsky, but it also engages non-traditional aspects of heroism, such as female tragic figures, the anti-hero, and forms of resistance to political oppression. A study of film and detective fiction will provide an opportunity to trace the metamorphosis of heroism in popular as well as "serious" culture. Affirmation of feminist, multi-cultural, ethnic and other creative (and controversial) perspectives is encouraged. The seminar strives to create productive, self-directed dialogue among students, and includes student presentations as well as student-led discussions.

JUNIOR HONORS SEMINAR

A seminar in the creative process is designed for students at the junior level.

350 THE CREATIVE PROCESS

Can creativity be taught, or only encouraged? How are the creative and analytical geniuses reconciled in the same personality? Do all "creators" share common traits, methods? These and other questions will be investigated in a cross-disciplinary course that takes advantage of guest working artists' insights into the mystery of creativity. Students approved by the instructor will also examine the literature of the creative process across the sciences, the social sciences, the arts, and the humanities in order to arrive at a useful definition for "creativity"; to engage key artistic, historical, philosophical, social, intellectual, and pragmatic issues relative to it; and to shed some light on their own creative natures an further their creative work. (Not offered in 1992-93.)

SENIOR HONORS SEMINAR

Senior Honors Seminars are designed for Lake Forest seniors who wish to undertake a serious integrating and culminating course.

450 THE EIGHTEENTH CENTURY: THE BIRTH OF A NEW WORLD VIEW

This seminar will study the Eighteenth Century, for it is with this century that our modern world comes into being; it is the watershed between the Medieval-Renaissance world and what has become our own. The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the Seventeenth Century culminated in the world view of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to old values, and then was reinterpreted by a generation of romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. Readings will include such authors as Pope, Newton, Swift, Descartes, and Voltaire. (Not offered in 1992-93.)

455 PATTERNS IN NATURE

From the meander of a river to the branchings of a tree and vein, from soap bubble to the perfect spiral of the nautilus shell, from the articulate gestures of a cellist's hand to the snowflake, our world abounds with exquisite and intricate patterns. This course explores the variety of patterns found in nature, the purposes, if any, that those patterns serve, and the principles and mechanisms that natural science calls upon to explain them. While much of early science sought "explanations" of patterns in models, plans, and blueprints, modern science acknowledges that such solutions merely relocate the problem rather than solving it. We'll explore how solutions now abound in some sciences but in others are conspicuous in their absence. Ideally, the seminar will draw two types of participants, senior science majors who represent their disciplines, and those interested in understanding patterns. (Not offered in 1992-93.)

THEATRE

Louise C. Mason (Director of Theatre): Acting. Theatre History. Playwriting. Directing.

The theatre program is performance oriented and largely extra-curricular. The program is highlighted by professional instruction and direction, including an on-campus Director of Theatre, Resident Designer, and professional guest artists. A wide variety of classic, contemporary and original productions are presented in the Allan Carr Theatre in Hixon Hall. This unique and intimate showcase for performing arts adapts to proscenium, arena, thrust and experimental staging configurations. A center for campus theatre activity, Hixon Hall provides a home for the Garrick Players productions, studio performances, classroom labs, professional shows and workshops.

The season of productions—open to all students—is managed and staffed by the Garrick Players, an extra-curricular student organization. Experience in all aspects of theatre is offered: acting, directing, playwriting, designing, costuming, lighting, stagecraft and publicity.*

Although a major is not offered, the theatre program provides professionally taught workshops in addition to the courses in theatre practice. Creative project credit is available for in-depth, specialized study in directing, playwriting, designing, stage managing, advanced acting projects, etc. Credit is available through internships with local professional theatres, and students also enroll in a full range of theatre and dance courses at neighboring Barat College through cross-registration.

In addition, there is a local chapter of Alpha Psi Omega, the national dramatics honorary fraternity. It serves to honor scholastically outstanding upper-class students who have shown superior accomplishment in dramatic arts at Lake Forest College.

106 THEATRE AS A SOCIAL/POLITICAL BAROMETER

An examination of the use of theatre to dramatize religious and political battles and social/cultural injustices. Among scripts and topics to be discussed are: *One for the Road, Bent* (Political Prisoners), *Master Harold and the Boys* (Apartheid), *Cloud 9* (Women's Roles), and others. (Not offered in 1992-93.)

210 FUNDAMENTALS OF DESIGN F
Staff

This course is an introduction to the design and technical aspects of theatre production. Basic information about scene design, lighting design, costume design and theatre technology is covered. Emphasis is on student projects that introduce the class to the basic problems involved in theatre design and the basic components of theatre technology. No prerequisite.

220 FUNDAMENTALS OF ACTING F
Ms. Mason

The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. The work culminates in final scene project. No prerequisite.

230 THEATRE HISTORY: GREEKS TO SHAKESPEARE

History of the theatre, from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London. Emphasis placed on acting styles, production techniques, stage and auditorium architecture, and sociopolitical milieu that formed the foundation of the theatre of each culture and period. No prerequisite. (Cross-listed as Comparative Literature 250. Not offered in 1992-93.)

231 THEATRE HISTORY: MOLIÈRE TO IBSEN

History of the theatre, from the comedies of Molière to the beginning of twentieth-century realism in the productions of Ibsen and Chekhov. Exploration of public versus private theatre, conventions of acting and stagecraft practices, and cultural trends that influenced each period's theatre. No prerequisite.
(Cross-listed as Comparative Literature 251. Not offered in 1992-93.)

242 CREATIVE WRITING—PLAYWRITING AND SCREENPLAY WRITING S
Ms. Mason

A beginning course in the craft of dramatic writing. Problems of writing for stage and screen will be studied. Group discussions and individual conferences. (Cross-listed as English 242.)

*Also see "Theatre—The Garrick Players", page 161.

250 DIRECTING F
Ms. Mason

An introduction to directing for the stage. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to scenes taken from major dramas. Emphasis is on directing projects and production research. No prerequisite.

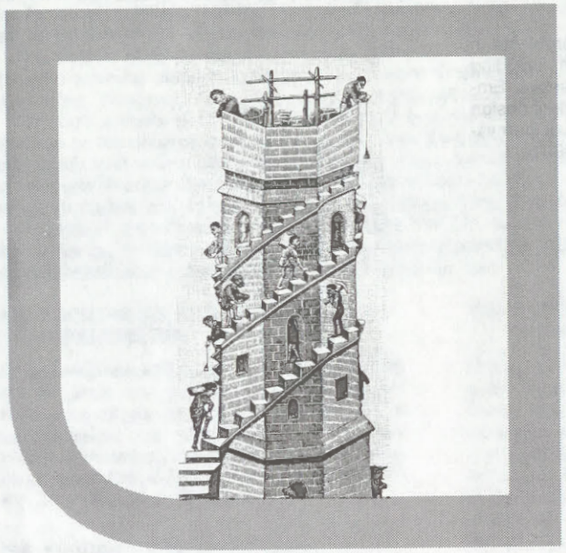
310 ADVANCED DESIGN

A lab-oriented study of advanced problems in scene, lighting, and costume design, including multiple setting shows and period classics. Emphasis is on visual research and student design projects. Prerequisite: Theatre 210 or permission of instructor. (Not offered in 1992-93.)

320 ADVANCED ACTING

An advanced study of period acting styles. Emphasis is on scene study and performance of works from the classical canon: Greeks, French, Neo-classical, Shakespeare/Jacobean, 18th/19th century, modern non-realistic plays used. Prerequisite: Theatre 220 or permission of instructor. (Not offered in 1992-93.)

Interdisciplinary Majors and Sequences



INTERDISCIPLINARY COMMITTEES

In lieu of a major in one academic discipline, a student may choose to concentrate in an interdisciplinary field of study. A student who wishes to elect one of these concentrations should confer with the chairperson of the appropriate committee. The interdisciplinary concentrations offered are:

American Studies

Mr. C. Miller (Chairperson), Mr. Goluboff, Mr. Zilversmit

American Studies, the oldest interdisciplinary major in American higher education, examines the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States and chooses, according to his or her interest, additional studies among the allied fields of art, music, philosophy, religion, sociology, and economics. Since the aim of the program is not merely for the student to collect course offerings related to the United States from various departments, but to be able to synthesize the entire American experience, the major also requires at least one course offered through the American Studies Program at the 200 level, and the senior seminar.

The major consists of twelve courses. Seven of them consist of (i) a course from the 200-level series in American Studies (e.g., the 1890's, the 1930's, the 1960's, Nature in American Life, Mark Twain and his Era, The Jewish Experience in America, Regions of America); (ii) American Thought (History 365); (iii) the senior seminar (American Studies 480); (iv) one course in American politics; (v) a course in American history other than American Thought; (vi) a course in American literature; (vii) a course in American art or music. The remaining five courses are selected by the student with the approval of the advisor from among those courses taught at the College which have an American emphasis, including independent studies and a Senior Thesis where appropriate.

213 INTRODUCTION TO AMERICAN STUDIES: NATURE IN AMERICAN LIFE S Mr. C. Miller

An examination of American attitudes toward nature from the confrontation of Europeans and the New World through agrarian democracy, Thoreau and the conservationists, to the modern environmental movement.

480 SENIOR SEMINAR
(Not offered in 1992-93.)

Area Studies

Ms. Gayle (Chairperson), Mr. George, Ms. Talhami

The Area Studies major allows in-depth study of a region or country outside the United States—for example, Africa, Central Europe, Latin America, the Middle East, or Russia and the countries of the former Soviet Union. The interdisciplinary approach allows the student to achieve a rich understanding of a society by study of its history, politics, economy, and culture. Students are attracted to the major by intellectual curiosity about other nations as well as by vocational interests, such as careers in the foreign service, overseas business, international organizations, teaching, and governmental or para-governmental agencies concerned with ecology, health, nutrition, population, foreign trade, etc.

Because of the wide range of possible concentrations within the major, each student works out an individual study plan. The study plan must include examination of the following aspects of the chosen area: history, social structure, economy, political system, and culture. Where instruction in the language appropriate to the area is offered on campus, proficiency in that language is required. All majors are required to write a senior thesis. All concentrations within the major require a minimum of ten course credits, and some require more. Some of these credits may be independent study (tutorials and research projects, including the senior thesis), or may be language courses at the intermediate level or above (beginning with third-semester college-level courses). Study abroad opportunities, such as LFC foreign internship programs or programs of the Associated Colleges of the Midwest, can greatly enrich an Area Studies major. Students are encouraged to consult with members of the committee regarding appropriate study plans, courses, and foreign programs.

Examples of Possible Area Studies Concentrations

- **African Studies,** combining courses in politics, economics, history, literature, sociology & anthropology, and religion.
- **European Studies,** combining work in a language (e.g., French, German, Spanish) with courses in history, politics, literature, art, economics, or philosophy.
- **Latin American Studies,** combining courses in Spanish or Portuguese with courses in economics, foreign civilization, literature, politics and sociology & anthropology.
- **Middle Eastern Studies,** combining courses in politics, economics, and religion with history and sociology & anthropology.
- **Russian and Eastern European Studies,** combining courses in history, politics, economics, and literature with Russian literature and perhaps sociology & anthropology.

Asian Studies

Mr. Carnes (Chairperson), Ms. Benton, Mr. Hazelton, Mr. Hull, Mr. Speros

The major in Asian Studies offers the students a particularly valuable insight into one of the most dynamic and increasingly important areas of the world. The interested student can find within the major a wide-ranging palette of courses dealing with Asia from a variety of perspectives.

The Asian Studies major is an interdisciplinary major concentration in the language, history, politics and culture of Asian nations. The major consists of individually tailored study plans with a minimum of twelve courses taken from the curriculum in Asian Studies. These twelve include a set of required core courses. The core courses are:

History 200: Origins of East Asia
History 201: East Asian Civilizations since 1800
CL 226/Religion 222: Classics of Asian Thought: Indian and Islamic Traditions
Philosophy 275/Religion 223: Asian Thought: China and Japan
Japanese 210, 212: Intermediate Japanese (or intermediate level in another appropriate language)

The remaining six are to be chosen from the list of courses approved for an Asian Studies major. At least three of these must be on the 300 level or higher.

Economics 211: Comparative Economic Systems
Economics 470: Economic Development in the Third World
Politics 211: Communist Systems in Crisis and Change
Politics 215: Politics and Culture of Japan
Politics 241: America at War
Religion 217: Religions of Asia
CL 220/Religion 221: Indian Religious Tradition through Story Literature
Religion 301: Special Topics in Religion: Indian Culture and Religion
(Offered in selected years)
CL 211/Literature in Translation 205/Japanese 205; Modern Japanese Prose in Translation
CL 225/Literature in Translation 225: Introduction to Japanese Folklore
History 286: Modern Japan
History 307: Knights and Samurai: Comparative Feudalism
Philosophy 110-4: Introduction to Philosophy: Asian Thought
Philosophy 305: Comparative Philosophy: East and West
Philosophy 410: Major Philosophers (in selected years when appropriate subject is offered)
Philosophy 420: Topics in Philosophy (in selected years when appropriate subject is nnoffered)
Japanese 220: Conversational Japanese*
Japanese 222: Conversational Japanese*
Japanese 310: Advanced Japanese*
Japanese 312: Advanced Japanese*
Japanese 320: Japanese Religion and Culture
Art 222: Introduction to Asian Art

Courses satisfying the twelve course minimum can be from any discipline. Those currently listed are from the areas of language, history, politics, religion, philosophy, folklore, comparative literature and literature in translation. Other courses may be counted toward the completion of the twelve courses necessary (e.g., tutorials, independent research and the like) with the approval of an Asian Studies advisor.

As proficiency in a specific target language is considered to be virtually essential in effective study within any given concentration in Asian Studies, study in the language of the target area is required. In those areas in which appropriate language instruction is not offered at Lake Forest, every attempt to acquire proficiency in the target language is strongly encouraged. The student might well be able to acquire proficiency through participation in the consortium programs which involve study in the area of special interest. Other possibilities can be pursued with the advice of members of the committee. Lake Forest College presently offers a full course of instruction in Japanese, from the beginning through advanced levels. Lake Forest College recognizes the great value of programs such as the ACM and related programs for study abroad. ACM currently has programs in Japan, India, and Hong Kong.

*or comparable level in another appropriate language.

Comparative Literature

Mr. Fisher, Mr. Gray, Ms. Hahn, Mr. Mallette (Chairperson)

Students whose interest in literature reaches across traditional academic disciplines or extends beyond a single national culture may plan a major program of studies in comparative literature around a field of concentration in their own choice. The international variety of offerings in the Comparative Literature program, in the programs of foreign literatures and cultures (Romance, Germanic, Slavic, Asian) and in the Department of English permits a wide range of possible interdisciplinary or cross-cultural topics (the ancient world; medieval literature; genre studies; Modernism; literature and society, literature and the other arts; feminist writing; others). Each student will be assisted by faculty in developing a viable, balanced program to suit her or his interests and purposes.

The courses offered in the Comparative Literature program may be chosen as electives to complement major programs in English, one of the foreign literatures, or other disciplines. For general information regarding the program or individual courses, consult any member of the Comparative Literature committee and teaching faculty. Advising of majors: Mr. Fisher.

It is advisable that Comparative Literature majors select and commence work in a primary national literature, period, genre or topic by early in the junior year. After approval of this concentration, students devote additional course work to a secondary literature, period or genre, or to studies necessary to complement a broadly conceived topic or problem in comparative literature.

Prerequisites for the Comparative Literature major: 212 level in a foreign language (completed by the junior year, with a grade of "C" or better), or equivalent. Major Program (eight courses): 1) Comparative Literature 100, normally taken during the sophomore year after 100-level course(s) in English, or equivalent, during the freshman year; 2) English 199, 300 or Religion 201; 3-4) two courses in a foreign language literature beyond 212; 5) one course in literature in translation (involving a literature other than the one in the previous requirement), approved by the program advisor; 6-7) two relevant courses focussing on a period, movement, genre, author, national literature or other discipline, normally chosen from offerings in the Comparative Literature program, foreign language literature, and English; 8) Comparative Literature 400. In order to be applicable to the major, courses must be completed with a grade of "C" or better.

Recommended Electives: students are urged to study a second foreign language at least through 112, and to take courses in the corresponding national literature. Literary study in the original language(s) is strongly encouraged. A variety of suitable courses to complement the student's chosen area of concentration are listed elsewhere in the *Bulletin*. The seminars for sophomores, juniors and seniors provide opportunities for comparative, interdisciplinary and integrative work of interest to Comparative Literature majors, as do many of the offerings in other major departments and programs. The following courses are also especially recommended: History 331 (The Enlightenment); History 340 (History of Communication); History 342 (History and Literature); Philosophy 230 (Philosophy and Literature); Philosophy 260 (Aesthetics); Religion 201 (Introduction to the Bible); Ancient Mediterranean Civilization 201 (Ancient Greece: Life, Thought and The Arts); Linguistics 201 (Linguistics and Literature); Theatre 230 and 231 (Theatre History).

Please Note: all Comparative Literature courses are taught in English. Students of Comp. Lit. are encouraged to read in the original language for these courses whenever possible.

100 INTRODUCTION TO COMPARATIVE LITERATURE

An introduction to the concept and methods of Comparative Literature through the study of theories and works from a wide range of periods and national literatures. Topics include genre, theme, movements, cross-cultural influences such as science, history, philosophy and the fine arts on literature, problems in translation, and the linguistic approach to literary texts. Fundamentals of literary interpretation and critical writing are an integral part of the course. Several papers, including a research term paper, are required, all of which—after the first—are to be written on a word processor. Some of the readings are sonnets by Dante and Shakespeare, tales of E.A. Poe and E.T.A. Hoffman. (Not offered in 1992-93.)

101 LINGUISTICS AND LITERATURE

(Cross-listed as Linguistics 201. Not offered in 1992-93.)

103 ODYSSEYS: JOURNEYS OF THE HUMAN SPIRIT F Mr. Cole

(Cross-listed as Freshman Studies 103 and Religion 103.)

105 WOMEN'S VOICES IN LITERATURE F Ms. Harmon

(Cross-listed as Freshman Studies 110-6 and English 110-6.)

107 UNDERSTANDING LITERATURE F Mr. Mallette

(Cross-listed as Freshman Studies 110-7 and English 110-5.)

150 CONTEMPORARY LITERATURE FS Staff

(Cross-listed as English 150.)

175 INTRODUCTION TO LITERARY STUDIES FS Mr. Goluboff, Mr. Muskat, Ms. Harmon

(Cross-listed as Engish 175.)

199 MASTERPIECES OF ANCIENT AND MEDIEVAL LITERATURE FS Ms. Cowler

(Cross-listed as English 199.)

200 ENGLISH LITERATURE I: THE RENAISSANCE AND EIGHTEENTH CENTURY FS Ms. Cowler, Mr. Mallette

(Cross-listed as English 200.)

201 ENGLISH LITERATURE II: THE NINETEENTH AND TWENTIETH CENTURY FS Mr. Mallette, Mr. Greenfield

(Cross-listed as English 201.)

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION

(Cross-listed as Foreign Languages, Literature in Translation 202. Not offered in 1992-93.)

203 MODERN MASTERS OF GERMAN LITERATURE

(Cross-listed as Foreign Languages, Literature in Translation 203 and German 240. Not offered in 1992-93.)

204 FRENCH LITERATURE IN TRANSLATION

(Cross-listed as Foreign Languages, Literature in Translation 201. Not offered in 1992-93.)

205 ANCIENT GREECE: LIFE, THOUGHT & THE ARTS S* Mr. Cole, Mr. Georges, Mr. Hansen, Mr. Lombardi

(Cross-listed as Ancient Mediterranean Civilizations 201.)

207 INTRODUCTION TO THE BIBLE F Mr. Cole

(Cross-listed as Religion 201.)

208 EUROPEAN CLASSICS OF THE LATE 18TH AND 19TH CENTURIES

(Cross-listed as English 208. Not offered in 1992-93.)

209 BRAZILIAN LITERATURE IN TRANSLATION Mr. George

(Cross-listed as Foreign Languages, Literature in Translation 209.)

210 DON QUIJOTE

(Cross-listed as Foreign Languages, Literature in Translation 210. Not offered in 1992-93.)

211 MODERN JAPANESE PROSE IN TRANSLATION

(Cross-listed as Foreign Languages, Literature in Translation 205 and Japanese 205. Not offered in 1992-93.)

*January-February course.

212 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVELLA

(Cross-listed as Foreign Languages, Literature in Translation 207 and German 207. Not offered in 1992-93.)

213 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVEL S Mr. Fisher

(Cross-listed as German 250 and Foreign Languages, Literature in Translation 208.)

215 MYTH AND LITERATURE

(Cross-listed as English 215. Not offered in 1992-93.)

216 THE JUDAIC TRADITION: MASTER TEXTS

(Cross-listed as Religion 216. Not offered in 1992-93.)

217 AFRICAN AMERICAN LITERATURE F Ms. Harmon

(Cross-listed as English 216.)

220 INDIAN RELIGIOUS TRADITION THROUGH STORY LITERATURE

(Cross-listed as Religion 221. Not offered in 1992-93.)

222 INTRODUCTION TO FOLKLORE S Mr. Greenfield

(Cross-listed as English 222.)

223 LITERARY TYPES AND TRADITIONS: MINORITY LITERATURE S Ms. Harmon

(Cross-listed as English 223.)

224 FORMS OF FOLKLORE

(Cross-listed as Foreign Languages, Literature in Translation 224. Not offered in 1992-93.)

225 INTRODUCTION TO JAPANESE FOLKLORE S Mr. Carnes

(Cross-listed as Foreign Languages, Literature in Translation 225 and Japanese 225.)

226 CLASSICS OF ASIAN THOUGHT: INDIAN & ISLAMIC TRADITIONS

(Cross-listed as Religion 222. Not offered in 1992-93.)

227 WOMEN AND LITERATURE S Ms. Ross

(Cross-listed as English 225.)

228 INTRODUCTION TO FILM STUDIES

(Cross-listed as English 228. Not offered in 1992-93.)

230 PHILOSOPHY AND LITERATURE

(Cross-listed as Philosophy 230. Not offered in 1992-93.)

235 HISTORY AND LITERATURE

(Cross-listed as History 342. Not offered in 1992-93.)

250 THEATRE HISTORY: GREEKS TO SHAKESPEARE

(Cross-listed as Theatre 230. Not offered in 1992-93.)

251 THEATRE HISTORY: MOLIÈRE TO IBSEN

(Cross-listed as Theatre 231. Not offered in 1992-93.)

275 FEMININE IMAGES OF THE DIVINE F Ms. Benton

(Cross-listed as Religion 275.)

300 MEDIEVAL STUDIES: THE CHAUCERIAN AND ARTHURIAN TRADITIONS S Ms. Ross

(Cross-listed as English 300.)

304 EARLY BIBLICAL NARRATIVES F Mr. Cole

(Cross-listed as Religion 304.)

305 THE BIBLICAL PROPHETS

(Cross-listed as Religion 302. Not offered in 1992-93.)

320 MODERN DRAMA

(Cross-listed as English 320. Not offered in 1992-93.)

321 MODERN FICTION F Mr. Greenfield

(Cross-listed as English 321.)

326 INTERDISCIPLINARY STUDIES: POSTMODERNISM

(Cross-listed as English 326. Not offered in 1992-93.)

331 THE ENLIGHTENMENT F Mr. Spadafora

(Cross-listed as History 331.)

332 EUROPEAN ROMANTICISM

(Cross-listed as History 332. Not offered in 1992-93.)

343 LITERATURE AND SOCIETY IN RUSSIA S Ms. Gayle

(Cross-listed as History 343.)

350 JUNIOR COLLOQUIUM: WOMEN'S PERSPECTIVES IN LITERATURE F Ms. Harmon

(Cross-listed as English 350.)

400 THEORY OF LITERATURE F Mr. Simmons

(Cross-listed as English 450.)

LITERATURE IN FOREIGN LANGUAGES

See offerings in French, German and Spanish.

WORLD LITERATURE, PERIODS, MOVEMENTS, GENRES, AND AUTHORS

The following courses, offered in the English Department, satisfy the period, movement, etc. requirement for Comparative Literature majors: English 200 (Renaissance and Eighteenth Century); English 201 (19th and early 20th Centuries); English 207 (European Classics of the Renaissance and Enlightenment); English 220 (Shakespeare); English 225 (Women and Literature); English 300 (Medieval Studies: The Chaucerian and Arthurian Traditions); English 301 (Renaissance: Age of Experiment); English 302 (Jonn Donne and His Contemporaries); English 303 (Age of Satire); English 304 (Romantic Period); English 305 (Victorian Literature); English 322 (Modern Poetry); English 328 (Special Topics in Film); English 450 (Theory of Literature). See English Department listing for above course descriptions.

Environmental Studies

Mr. Weik (Chairperson), Mr. Hull, Ms. Menon

Interest in matters related to the health of our global environment has created a need for persons with broad backgrounds and training in the environmental sciences and allied areas such as politics, economics, mathematics, and sociology. The Environmental Studies curriculum is designed to fulfill these needs by exposing the student to a variety of required experiences while maintaining flexibility in personal program planning through a number of elective offerings.

An interdisciplinary major in Environmental Studies should include the following courses: Biology 151 (Biology of Cells); Biology 152 (Biology of Organisms); Biology 251 (Biology of Populations); Chemistry 110 and 111 (General Chemistry); Economics 110 (Principles of Economics); Mathematics 150 (Introduction to Probability and Statistics) or Economics 130 (Economic Statistics); Computer Science 112 (Introduction to Structured Programming); and one course in Politics above the introductory level to be determined in consultation with the Environmental Studies Committee.

In addition to the required courses, the student should elect at least five additional courses to satisty the major. To ensure a depth of experience in at least one area, four of these courses must be taken in a single discipline, i.e., biology, chemistry, politics, etc. (freshman or introductory level courses cannot be counted). These courses are to be selected with the approval of the Environmental Studies Committee; examples of such courses are contained in the following list: Biology 282 (Marine Biology); Biology 383 (Freshwater Biology); Chemistry 220, 221 (Organic Chemistry); Chemistry 300 (Biochemistry); Economics 240 (Urban Economics); Economics 340 (Environmental and Natural Resource Economics); and Sociology and Anthropology 251 (Cultural Ecology). Minor adjustments in the program are possible but must be approved in advance by the Committee.

The use of independent studies and internships on topics of special interest to the student also will be encouraged. Likewise, students may count toward the completion of the major ACM-sponsored field courses at the Wilderness Field Station in northern Minnesota and at the Tropical Field Research program in Costa Rica.

A student who chooses to major in Environmental Studies must choose one of the members of the Environmental Studies Committee as his/her advisor.

Independent Scholar

Mr. Lessing (Chairperson), Mr. Georges, Mr. Kelly

Independent Scholars may have unique interdisciplinary majors or traditional ones (or a combination). Applications are accepted from second-semester sophomores or first-semester juniors.

The Independent Scholar Program is an honors program; all students must complete a senior thesis or project and an examination in the major. Not subject to the normal limitations for tutorials and research projects, Independent Scholars are encouraged to include much independent study in their major. They are expected as well to fulfill the ideals of a liberal arts education. Their program advisors need not be members of the IS Committee.

International Relations

Mr. Galloway (Chairperson), Mr. Smith, Ms. Talhami

A student majoring in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to problems which are global in scope, e.g., war and peace, development and under-development, imperialism and national self-determination.

A student concentrating in International Relations will find his or her preparation excellent background for positions in international affairs in the federal and state governments. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses, are available. Furthermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, several majors each year go on to graduate school in political science, law, or business administration.

A major in International Relations must take a core set of courses which will give him or her a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation state system in Europe, non-Western history, basic models of human societies, and basic economic principles. The required courses are World Politics (Politics 340), Europe from the Old Regime to the Modern Era (History 212), Introduction to Sociology and Anthropology (Sociology and Anthropology 110), Principles of Economics (Economics 110), and Senior Seminar (International Relations 480).

The completion of a foreign language through the 320 level is also a requirement for graduation.

Students must also take two courses from a specifically comparative perspective so as to become familiar with differences and similarities among different states and societies. The two courses may be selected from: Comparative Economic Systems (Economics 211), European Politics (Politics 210), Communist Systems in Crisis and Change (Politics 211), Third World Politics (Politics 212), Politics of the Middle East (Politics 216), African Politics (Politics 217), Latin American Politics (Politics 219), and any other comparative courses deemed suitable by the Chairperson.

While completing the core courses and two comparative courses, a student must take four electives which will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar. These four courses or independent studies or internships are to be chosen in consultation with the Chairperson.

345 TOPICS IN INTERNATIONAL RELATIONS

Special studies on topics such as peace research and world order; comparative foreign policy. (Cross-listed as Politics 345. Not offered in 1992-93.)

480 SENIOR SEMINAR S Mr. Galloway

The topic for 1993 is "Global Industries"; an analysis of the oil, computer, automobile, and aerospace industries in the world political economy.

Sequences

In addition to the interdisciplinary majors, the curriculum also includes a select group of interdisciplinary course-sequences and concentrations, in each of which a number of related courses from different departments are organized around a central topic, such as Women's Studies, and constitute a minor program of study in that field of inquiry. A student who develops an interest in one of these topics consults with the Advisory Committee in order to decide upon a suitable selection and sequence of recommended courses. Upon successful completion of the sequence, which may or may not culminate with an internship or research experience, the student has the option of having the fact recorded on the transcript.

African-American Studies

The sequence in African-American Studies consists of courses in the Departments of English, Music, Politics, Psychology and Sociology and Anthropology. The courses are Freshman Seminar 109 (I, Too, Sing America: Social Psychology of Race and Diversity), English 216 (African American Literature), History 420 (African American Slavery), Music 227 (History of Jazz), Politics 214 (Politics of South Africa), Politics 217 (African Politics), Sociology and Anthropology 221 (Peoples and Cultures of Modern Africa), Politics 328 (Topics in American Politics: The Politics of Race). In order to have the sequence listed on a transcript a student must undertake an interdisciplinary research project or internship, and successfully complete four of the above courses.
Advisors: Ms. Harmon (Chairperson), Ms. Hahn, Mr. C. Miller.

Ancient Mediterranean Civilizations

This interdisciplinary concentration focuses on the ancient Near Eastern, Greek and Roman cultures which are the roots of our western heritage.

In addition to the courses in Ancient Mediterranean Civilizations described below, the following courses currently offered by various departments of the College are relevant to the concentration: Art 210 (Ancient Art), English 215 (Myth and Literature), English 199 (Masterpieces of Literature), History 210 (Ancient Greece), History 211 (Roman History), History 305 (Topics in Ancient History), Philosophy 299 (History of Philosophy: Ancient Greece), Religion 201 (Introduction to the Bible), Religion 209 (Archaeology of the Biblical World, Cross-listed as Sociology/ Anthropology 209.)

A student completing six course credits in the concentration from at least four disciplines (counting Ancient Mediterranean Civilizations as a discipline) has the option, with the approval of a faculty supervisory committee, of having the fact recorded on his or her transcript. The committee also assists students wishing to consider an Independent Scholar Program including studies in Ancient Mediterranean Civilizations. See page 57 for further details.

Under the rubric of Ancient Mediterranean Civilizations four courses are offered which deal with different aspects of Ancient Greek Civilization in particular, three of which are offered in Greece and Turkey: Ancient Mediterranean Civilizations 202, 203 and 204. Advisor: Mr. Cole.

201 ANCIENT GREECE: LIFE, THOUGHT AND THE ARTS S*
Mr. Hansen, Mr. Cole, Mr. Georges, Mr. Lombardi

An interdisciplinary introduction to the legacy of ancient Greece from the Homeric Age through the Classical Period. Class discussion of selections from Greek poets, playwrights, historians and philosophers, integrated with slide lectures examining the art and archaeological remains in historical context. (Since this course runs for 7½ weeks during the first half of the spring semester, the periods during which withdrawals are permitted and refunds are given are each half of the corresponding periods for 15-week courses. A student may take no more than three course credits in other courses while enrolled in this class.) (Cross-listed as Comparative Literature 205.)

202-204 COURSES IN GREECE AND TURKEY S**
Mr. Hansen, Staff

These courses provide on-site study of the cultures of the Aegean world from Minoan through Byzantine periods as understood through ancient sites and museum artifacts examined within the geographic setting.

Students normally will enroll for 2 or all of the 3 as the second half of their spring semester. Students may combine these courses with Anc. Med. Civ. 201 and/or an independent study during January-February.

*January-February
**March-May

Courses 202, 203 and 204 are taught on an interdisciplinary basis and are cross-listed in Art and Sociology/Anthropology. Students may designate how to allocate their course credits among these departments, with a limit of two course credits within any one department, in Sociology/Anthropology contingent on prior completion of S & A 110 or equivalent introductory course. Credit is also available in History, by arrangement.

To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records and references, and have completed Anc. Med. Civ. 201 or at least two courses in the combination of art history and ancient history or classical literature.

202 GREECE IN THE BRONZE AGE S (MARCH) Mr. Hansen, Staff

The Minoan and Mycenaean cultures studied through archaeological sites and museum materials on Crete and in the Peloponnese.
Periods of study based in Herakleion and Nauplion, alternated with periods of group travel-study at Minoan sites on Crete, Santorini and Mycenaean sites in the Argolid and elsewhere.

203 GREECE IN THE CLASSICAL-ROMAN AGES S (APRIL) Mr. Hansen, Staff

Periods of study in Athens, Delphi, Corinth and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods in the Peloponnese and central Greece, on the island of Kos (and either on the Ionian coast of Turkey or the island of Delos.)

204 GREECE IN THE BYZANTINE-MEDIEVAL AGES S (MAY)
Mr. Hansen, Staff

Periods of study in central Greece (Osios Loukas, Daphni, Meteora, Athens) the Peloponnese (Nauplion, Mistra, Monomvasia) and either Turkey (Ephesus, Istanbul) or northern Greece (Philippi, Thessaloniki).

French Civilization

This sequence is an interdisciplinary approach to France and the French World, including Quebec and other French-speaking areas. It draws upon faculty in several social science and humanities departments who have extensive experience in the French world.

The program consists of a sequence of five courses.

1. History 218 (Modern France)
2. Two courses taken from the following:
   a. Art 217 (19th Century Art)
   b. Politics 210 (European Politics)
   c. French 305 (Introduction to French Culture)
   d. An independent study course in French Civilization
3. French 300 (Introduction to Analysis of French Texts)
4. A required colloquium, For. Civ. 300 (France and the French World), to be taken in the student's junior or senior year.

Successful completion of this course sequence will be recorded on the student's transcript. Advisors: Mr. Garneau (Chairperson), Ms. Hahn, Mr. Smith.

Metropolitan Studies

An interdisciplinary concentration in Metropolitan Studies allows the student to examine from a variety of perspectives the development and impact of urbanization in the great metropolitan regions (comprising larger inner cities and suburban communities) in which a majority of the world's population now lives. The core courses in Metropolitan Studies are: Economics 240 (Urban Economics); History 263 (American Cities); Politics 223 (Urban and Suburban Politics); Sociology & Anthropology 330 (Urbanization).

To have the Metropolitan Studies Concentration recorded on her or his transcript, a student must complete three of the core courses listed above, plus two additional courses listed below, and one of the following forms of applied study: (a) the ACM Urban Studies Term in Chicago, or (b) the ACM Urban Education Program, or (c) an internship, or (d) an independent study research project.

Additional courses in the curriculum related to Metropolitan Studies include: Art 220 (History of Architecture); Economics 340 (Environmental and Natural Resource Economics); Economics 350 (Public Finance); Physics 108 (Energy: Prospects and Alternatives); Politics 320 (Public Administration); Politics 322 (Urban Public Policy: The Politics of Race); Sociology & Anthropology 114 (Chicago Sociology). Advisors: Mr. Dye (Chairperson), Ms. Wallace.

Women's Studies

An interdisciplinary concentration in Women's Studies may be undertaken (in addition to a student's course major), under the guidance of the Committee on Women's Studies. The program includes an interdisciplinary research project or internship, plus three of the following core courses: Philosophy 200 (Philosophy and Feminism); English 225 (Women and Literature); History 271 (Women in Modern History: Europe and America); Sociology and Anthropology 280 (Sociology of Gender); Psychology 340 (Psychology of Women); Sociology and Anthropology 201 (Gender in Cross-Cultural Perspectives).

Additional courses in the curriculum pertaining to Women's Studies include: Sociology and Anthropology 217 (Sociology of Work); Economics 212 (Radical Economics); Economics 420 (Labor in the American Economy); Psychology 210 (Developmental Psychology); Psychology 211 (Adulthood and Aging); English 215 (Myth and Literature); English 223 (Minority Literature); English 351 (Junior Colloquium: Women's Literary Perspectives); History 347 (Topics in Gender and History: Women's Work in America); Religion 275 (Feminine Images of the Divine).

Students completing at least five courses with a Women's Studies component, including at least three of the core courses and an appropriate research project or internship have the option, with the approval of the committee, of having this fact recorded on their transcripts. Advisors: Ms. Eskilson (Chairperson), Mr. Rosswurm.

Cooperative Degree Programs

While the faculty and administration of the college have seen fit to establish the internship programs, by which students' career concerns are integrated into the liberal arts curriculum, a number of reputable professional schools have recognized the importance and value of grounding even highly specialized professional training for specific careers, such as engineering and nursing, in the liberal arts tradition. To that end, the School of Engineering of Washington University (St. Louis), The University of Chicago's School of Social Service Administration, and Rush University (Chicago) have each set up cooperative degree programs with Lake Forest College. Their purpose in this is to ensure that an important percentage of their narrowly specializing students will have had their initial training and course work in a liberal arts setting and will bring to their specialized studies not only a fundamental knowledge of their subject, but also a sense of broader ethical concerns and a flexibility of mind which the small college is able to foster. In the following programs students spend their first two or three years of college at Lake Forest and then go on to their respective pre-professional schools for a further two years to complete training in their chosen fields.

Students accepted into the 3-2 programs are to complete an Approved Program Withdrawal form in the Office of the Dean of Students before departing the Lake Forest campus to enter the professional institution.

3-2 PROGRAM IN ENGINEERING

Lake Forest cooperates with Sever Institute of Technology, Washington University, St. Louis, in a program designed for students who wish to become professional engineers but who also wish to receive a rigorous liberal arts education at the same time. With an enhanced background in social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete 24 course credits (at least 20 taken at Lake Forest College) before going on to Sever Institute of Technology, in the School of Engineering and Applied Science at Washington University, for a further two years. He or she will receive a Bachelor of Arts degree from Lake Forest (see restrictions below), after earning a Bachelor of Science from Washington University. *The Lake Forest College degree will be a B.A. with no major specified, unless all the requirements for a major have been met at Lake Forest College.*

The exact selection, combination, and sequence of courses to be taken at Lake Forest, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. Early consultation with the program advisor, Mr. Donnally, is vital in order to formulate and initiate the most appropriate course schedule. The recommended core of courses includes the following: calculus and differential equations (Math 110, 111, 210, 214), introductory chemistry (Chemistry 110, 111 or Chemistry 120, 125), general physics (Physics 120, 121), computer programming (Computer Science 112), 5 courses in the humanities and social sciences, including two in one field, with at least one of those at the 300 or 400 level. Not more than two courses in performing or studio art may count toward the required five. The remaining courses are drawn from the sciences and humanities at the discretion of the student and advisor. While at Lake Forest College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at Lake Forest College.

Admission to the final two years of the program is at the discretion of Washington University. The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C, and the formal recommendation of Lake Forest College. Students accepted into the 3-2 program are to complete an Approved Program Withdrawal form in the Office of the Dean of Students, before leaving the Lake Forest campus to enter the professional institution. For further details regarding requirements, options, and course work at Washington University, students should consult with the Lake Forest program advisor, Mr. Donnally.

2-2 PROGRAM IN NURSING

Lake Forest College and Rush University have established a cooperative four-year program leading to the Bachelor of Science degree in Nursing (B.S.N.) from Rush University. Students in this program spend the first two years at Lake Forest, taking the prerequisite courses in the natural and behavioral sciences and then transfer to Rush as participants in the affiliated college program for the last two years of course work and clinical training in nursing. The selection, timing, and sequence of courses are worked out in consultation with the student's advisor.

The core requirements which each candidate for the nursing program must complete at Lake Forest College are as follows: Biology 151 (Biology of Cells), Biology 152 (Biology of Organisms), Biology 320 (Microbiology), Biology 340 (Animal Physiology), *Chemistry 110 and 111 (General Chemistry I and II), Chemistry 220 (Organic Chemistry I), Mathematics 150 (Introduction to Probability and Statistics), Psychology 110 (Survey of Psychology), Psychology 210 (Developmental Psychology: Childhood and Adolescence), two additional courses in Psychology or Sociology/Anthropology, English 100 (unless the College waives this requirement), a tutorial in anatomy (to be arranged through the Biology Department), and two electives from the humanities.

*Chemistry 120 may be substituted for 110 and 111.

It is important that any student entering Lake Forest with the intention of pursuing the Rush Nursing Program begin fulfilling the requirements immediately, in order to be prepared to continue at Rush after two years at Lake Forest College. Consultation with the Lake Forest College programs advisor, Ms. Kateley, is essential at the time of registration.

Admission to Rush as an affiliated college program student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, 2.5 for required behavioral science courses, and 2.0 for electives. Only grades of C or better in required courses are accepted.

During the last two years of the program at the Rush Medical Center in Chicago, students take a number of advanced courses in the natural and behavioral sciences. In addition, there is a clinical experience of twelve to fifteen hours per week, in the areas of medical, psychiatric, community, surgical, pediatric, and obstetrical nursing. Upon completion of the four-year program, the graduate receives a Bachelor of Science in Nursing from Rush University and is eligible to take the examination to become a Registered Nurse, or to go on to graduate study in nursing.

2-2 PROGRAM IN MEDICAL TECHNOLOGY

Lake Forest College and Rush University offer a 2-2 program in Medical Technology which enables qualified Lake Forest students to be admitted at the end of the sophomore year to Rush University College of Health Sciences. There the students pursue a final two years of course work and laboratory work in order to receive the Bachelor of Science degree in Medical Technology. Lake Forest students in the program take a core curriculum of courses in the natural sciences, along with an appropriate selection from the humanities and social sciences.

The basic course requirements for the first two years at Lake Forest College are: Biology 151 (Biology of Cells), Biology 320 (Microbiology), *Chemistry 110 and 111 (General Chemistry I and II), Chemistry 125 (Analytical Chemistry), Chemistry 220 (Organic Chemistry I), Mathematics 150 (Introduction to Probability and Statistics; consult LFC programs and advisor), and one additional course in biology. The minimum total number of courses is 15; this total includes the courses above, plus seven or eight electives. Suggested electives include physiology, sociology, English, psychology, genetics, immunology, biochemistry, and physics. Students who hope to complete the basic requirements successfully within the two years must begin them in their first semester at Lake Forest. Therefore, consultation with the affiliated college programs advisor, Ms. Kateley, is essential at the time of registration.

Admission to Rush as an affiliated college program student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, and 2.0 for electives. Only grades of C or better in required courses are accepted.

3-2 PROGRAM IN SOCIAL SERVICE

The 3-2 program with The University of Chicago's School of Social Service Administration provides qualified Lake Forest students with an opportunity to enter graduate school following the junior year, with the purpose of obtaining a Master of Arts degree in social service administration or counseling. The Bachelor of Arts from Lake Forest College is awarded after completion of The University of Chicago Master's requirements. The program has two directions of study: one for students who wish to concentrate on counseling, the other for those who are primarily interested in social service administration.

Of the 24 course credits required (at least 20 of which must be Lake Forest College course credits), students will normally be asked to complete 8 in Sociology/Anthropology, and 6 in Psychology, if their preference is for social service administration; and 8 in Psychology with 6 in Sociology/Anthropology if they intend to concentrate on counseling. The actual selection and distribution of courses is worked out by the student and the advisor. Some internship experience is normally in-

*Chemistry 120 may be substituted for 110 and 111.

cluded in this course work. *If a major in Sociology/Anthropology or Psychology is not completed at Lake Forest College, the LFC degree will be a B.A. with no major specified.*

Admission to The University of Chicago part of the 3-2 program is not automatic; students must demonstrate in their undergraduate work a high degree of competence and aptitude, as measured by performance in classroom courses and internships, and by faculty evaluation.

Students and prospective students interested in exploring social work as a career possibility should get in touch with Ms. Jennifer Wallace, the program advisor. It is important to get an early start on planning an appropriate curriculum, if it is to be completed successfully in three years. Students accepted into the 3-2 program are to complete an Approved Program Withdrawal form in the Office of the Dean of Students, before departing the Lake Forest campus to enter the professional institution.

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Rosemary E. Cowler (Director): Professor of English
Carol Gayle: Associate Director

Roger J. Faber: Professor of Physics
Monte S. Hull: Associate Professor of Philosophy
William B. Martin: Professor of Chemistry
Diane M. Ross: Associate Professor of English
Rand W. Smith: Professor of Politics
Arthur Zilversmit: Professor of History

The graduate liberal studies program is designed for people with a bachelor's degree who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. Interdisciplinary in nature, graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible (if it ever was) to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from widely different fields, is indeed the task of lifelong learning.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on integrating the approaches of the different disciplines rather than on acquiring specialized knowledge in one of them. Students in the program are also required to undertake a master's project, again of an integrative, multidisciplinary nature. The aim of the program is to foster the ability to integrate knowledge from several fields and to deal with major questions in the light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate programs in liberal studies have appealed to businessmen who are moving into upper management roles and see the need for a broad, liberal arts program to help them deal with some of the larger issues they face as they represent their corporations to the outside world. Teachers and librarians have enrolled in graduate liberal studies programs as an alternative to further grad-

uate work in education or a single academic discipline; they find that the broad concerns of a non-disciplinary master's program more closely meet their needs. A third group of students choose this program as an alternative to a self-directed program of reading or to participation in a series of unrelated adult education courses. For them the program provides a carefully organized, coherent approach to further learning in association with other adults who share their concerns and interest.

Ten units are required for the M/LS degree: three interdisciplinary seminars, five electives, a colloquium, and a master's project. Candidates must earn a grade of "B" or higher in all elective courses to have them count toward the degree. A grade of "C" is considered passing in the interdisciplinary seminars, but a student must have an overall average of "B" or higher in order to obtain a master's degree.

The normal undergraduate course load at Lake Forest College is eight courses per year, but M/LS students are not required to take any minimum number of courses per year to remain in the program; part-time students are encouraged. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, the typical pattern has been for graduate students to take one or two courses per semester. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The core of the program is three interdisciplinary seminars centering on the three broad divisions of the curriculum—the humanities, the physical sciences, and the social sciences. The seminars meet once a week for a term (fourteen weeks) and carry four hours of graduate credit. Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. If the seminar is closed or in the summer session when no interdisciplinary seminar is offered, a student may, with the permission of the M/LS Committee, begin the program with an elective course but no students will be granted admission to candidacy until they successfully complete an interdisciplinary seminar.

The following interdisciplinary seminars have been offered; additional topics are added to the curriculum regularly.

510 DARWIN AND HIS IMPACT ON HIS WORLD AND OURS

The scientific and social scientific concepts of evolution; the world view that Darwinism replaced; the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; the new "sociobiology," the genetic and cultural-evolutionary determination of human behavior. *(Biology, English, History.)* (Not offered in 1992-93.)

512 THE WHOLE AND THE SUM OF THE PARTS

In what ways does it contribute to our understanding of reality to break up systems into their smallest units? Does the pursuit of the atom provide the only way of understanding the real nature of matter and living things? How has atomic theory changed since the time of Lucretius? What are the relative advantages of understanding people by looking at them as individuals (psychology) or as parts of groups (sociology and social psychology)? In politics, what are the relative advantages and disadvantages of an atomistic as opposed to an organic view of society? How does the individualistic, romantic tradition in literature differ from the classical traditions? *(Physics, Psychology, Philosophy.)* (Not offered in 1992-93.)

514 PUBLIC POLICY AND THE ENVIRONMENT F

An examination of the complex relationship created by the need to reconcile environmental and other social goals such as economic growth and the development of energy resources; the historical background of current environmental issues; alternative energy policies and their implications; population growth and the environment. *Professors Hull (Philosophy), Martin (Chemistry), and Smith (Political Science).*

516 THE IDEA OF LAW S

The concept of law is a crucial one in both the physical and the social sciences. Is the word used the same way in the natural and social sciences? Has the concept of law changed over the years? How does "natural" law differ from "positive" law? In what ways has the philosophical basis of law changed? How does literature enlarge our understanding of law in these several senses? *Professors Faber (Physics), Ross (English), Zilversmit (History).*

518 INTELLECTUAL REVOLUTIONS OF THE TURN OF THE CENTURY: PSYCHOLOGY, PHYSICS, THE ARTS

In the unsettled period just before and after 1900 a number of intellectuals developed radically new ways of thinking about the natural world, society, and man's nature and artistic vision. These amounted to a series of profound intellectual revolutions, ones that worked their way down into the general consciousness in the years after World War I. Against the background of the intellectual malaise of the 1890's, we will examine the contributions of some major thinkers who have had decisive influence on our world view, including Freud, Einstein, Joseph Conrad and Thomas Mann, and art critics who helped create the new sensibility of modernism. *(Physics, Philosophy, History).* (Not offered in 1992-93.)

520 THE MIND AND THE BRAIN

Can our understanding of human thought and creativity be enlarged through study of the brain? What is the relationship between the brain and human mental processes and emotions? Does the analogy of the brain and the computer help us to understand human thought and mental illness? The seminar will explore what philosophers, novelists, psychologists and religious thinkers have said about the basic problems of establishing the links between the brain and the infinite complexities of human thought, emotions and creativity. *(History, Philosophy, Psychology.)* (Not offered in 1992-93.)

522 THE EIGHTEENTH CENTURY: THE EVOLUTION OF A NEW WORLD VIEW

The new scientific climate established by the writings of Sir Isaac Newton in the context of the political and economic upheavals at the end of the Seventeenth Century, culminating in the world view of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to older values, and then was reinterpreted by a generation of romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. *(Physics, English, History.)* (Not offered in 1992-93.)

524 WAYS OF KNOWING

We know many different things but we also know in many different ways. The poet and the biologist know trees in distinctive manners. What is the basis for scientific knowledge? How can we "know" the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the different ways in which we know, concentrating on the scientific, historical, and literary realism. *(Philosophy, Psychology, Mathematics.)* (Not offered in 1992-93.)

526 LIVING IN THE NUCLEAR AGE

Ever since the explosion of an atomic bomb destroyed Hiroshima, we have been aware that we live in a dangerous age. Issues of war and peace now force us to contemplate the possible destruction of the earth as we know it. This seminar will examine not only the issues of war and peace in the light of nuclear technology, but also the ways in which the peaceful use of nuclear energy allows us to solve old problems while, at the same time, it poses new problems. *(Politics, Chemistry, History.)* (Not offered in 1992-93.)

528 FOOD: A WORLD PROBLEM IN PERSPECTIVE

Food is basic to human survival and it has been the subject of human study for all of recorded history. Today it is one of the most important issues facing us. We will look at the subject from the standpoint of history and anthropology (What has been the role of food in various cultures?); biology (What are the implications of genetics for our ability to continue feeding ourselves and what has been the impact of new technologies on our attempts to raise more crops?); politics (How have we dealt with food as a public policy issue?); and the arts (How have these questions been examined in art and literature?).
(Biology, International Relations, History.) (Not offered in 1992-93).

530 WAR AND PEACE: CONFLICT AND HUMAN NATURE

War is as old as human history but it is no older than the profound desire for peace — a duality in human nature that has intrigued writers, philosophers, historians, artists and psychologists. Readings in literature and history will provide us, then, with important insights into these complicated and contradictory attitudes toward war, in important texts ranging from Homer to the present. We will examine too the psychology of aggression and the question of whether there is a biological basis for warlike behavior in the claim of sociologists that human aggression and altruism can be understood through a study of the evolution of the species. *(English, Psychology, History).* Not offered in 1992-93.

534 RACE, RACISM, AND SLAVERY

Racial differences have been an important subject of controversy throughout history. We will look at this explosive topic from an interdisciplinary perspective in an effort to understand racial differences and the ways in which people have reacted to these differences. Among the topics we will deal with are: What is the genetic basis for racial differences? To what extent are racial characteristics biologically determined? What is the relationship of "IQ" to race? How did the experience of slavery shape American attitudes toward race? In what ways was the North American system of slavery different from other slave systems? What has been the legacy of slavery in the United States and in Latin America? What is the psychological basis of racism? How has our political and judicial system dealt with race and racism? What has been the result of our efforts to desegregate housing and education? Has desegregation increased racial tensions? In what ways can literature help us to understand the impact of race and racism? *(Biology, Politics, History.)* (Not offered in 1992-93.)

Electives

Candidates for the M/LS degree are required to take five elective courses. These courses, chosen from the regular Lake Forest curriculum in consultation with a faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interest. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory-level course to prepare themselves for further work in a particular field, but such a course will not count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in order to prepare for an upper level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work is to be defined by the instructor according to guidelines established by the M/LS Committee. It is expected that this work will be a research paper or investigation on an additional topic; in either case emphasis should be on the relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a "B" or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of up to two graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of "B" or higher and which fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer.

With the approval of the M/LS Committee, students can substitute an additional M/LS seminar or an independent study project for an elective course. Ordinarily, however, a student must take a minimum of three courses from the regular Lake Forest College curriculum in order to meet the requirements of the M/LS degree. That is, the combination of transfer courses, additional M/LS seminars, and independent study projects that are accepted as substitutes for the five elective courses ordinarily cannot total more than two.

Colloquium

In the term before students undertake their master's project they will be asked to enroll in a colloquium with other graduate students preparing to work on their projects. A major purpose of the colloquium is to acquaint students with the kinds of interdisciplinary work that they can regard as models for their own work and to provide guidance in selecting an appropriate topic for the master's project. The first few sessions of the colloquium are devoted to intensive reading and discussions of interdisciplinary studies; thereafter students, with the aid of faculty advisors, will begin developing their own topics. By the end of the colloquium students submit a formal project proposal, including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required before the student can register for the master's project.

The Master's Project

The master's project is an independent interdisciplinary report. Its purpose is to demonstrate the student's ability to read widely and intelligently in a number of different disciplines, to integrate this interdisciplinary material and to draw independent conclusions. It is a capstone for the program, demonstrating that graduates have become skilled in independent interdisciplinary thinking, and that they are prepared to continue reading intelligently on their own in a number of fields. In this sense the project will demonstrate that the graduate is ready to continue a program of lifelong learning.

In contrast to a conventional master's thesis, the project must be broad and interdisciplinary. Therefore, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. Areas which lend themselves to these kinds of projects are interdisciplinary fields such as American Studies, International Affairs, Women's Studies, and topics such as art and society, childhood in cross-cultural perspective, science and politics, social deviance, and man and nature. A student may choose to view the aging process in historical and cross-cultural perspective, drawing on readings from psychology, sociology, history, and literature. Another student might choose to examine the role of race in American society, using readings from psychology, sociology, history and literature. A third student may choose to examine changing American attitudes toward nature, using art, literature, history, and biology.

The student will meet regularly with a member of the faculty who will serve as the project advisor. It is expected that the project will be completed in one year. Students must complete their final project by the end of the semester that begins a year after they first register for the project. If the final project is not completed in the allotted time, the student will be given a grade of "Pr". The student may, however, re-register (and pay tuition) for the final project. In that case, the earlier grade of "Pr" will be removed from the transcript after successful completion of the project. However, the grade of "Pr" will automatically turn into a grade of "F" if the final project is not completed within three years after the student first registers for the project.

When the project is completed, the M/LS Committee will appoint an examining committee broadly representative of the disciplines which bear upon the topic. At least two of the members of the examining committee will be members of the M/LS Committee and at least one will be from the faculty at large.

The members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the project be accepted or rejected, or that the student do additional work to bring the report to an acceptable level.

Admissions

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature students who are returning to college after an interval of several years. In order to be admitted to the program, candidates must hold a bachelor's degree from an accredited college or university. Candidates should submit transcript records of all college work with their application for admission. The application form asks applicants to write an essay stating briefly how they believe the graduate program in liberal studies will serve their needs. In addition, all applicants must be interviewed by the Director, Associate Director, or another member of the M/LS Committee. The Committee is responsible for admitting applicants. The decision to admit an applicant is based only on the Committee's assessment of whether the applicant is likely to perform well in the program and benefit from it. An application fee of $15.00 is required.

Initial acceptance into the program is on a conditional basis. Successful completion of one of the interdisciplinary seminars (achieving a grade of "C" or better) is required for formal admission

into the program (admission to candidacy). The decision to admit a student to candidacy is made by the entire M/LS Committee.

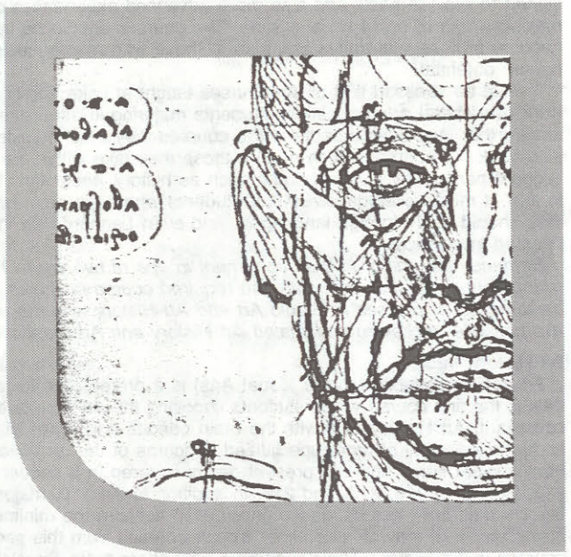
Tuition and Fees

Tuition for all courses in the M/LS program, including the master's project and independent studies, is the same as the undergraduate tuition for regular full-time undergraduates. The 1992-93 tuition rate is $1865 per course (all of which carry four semester hours credit). No fees are required (except the $15.00 application fee). Summer school tuition for the graduate program is set at the same rate as undergraduate summer school tuition.

A non-refundable deposit of $100.00 is required at the time of registration in order to reserve a place in any class. This deposit is applied toward tuition for that course.

Through the generosity of friends and graduates of the M/LS program, the College has established a limited scholarship fund for those demonstrating need for financial assistance. For full-time elementary and high-school teachers enrolling in graduate courses, the College offers grants up to 50 per cent of the cost of tuition, grants that may supplement any other payments provided by the teachers' school districts.

Departments and Departmental Majors



ART

Professor Michael B. Croydon (Chairperson): 20th Century Art History. Drawing. Sculpture.
Professor Alex F. Mitchell: Renaissance through Modern Art History. Painting. Drawing.
Assistant Professor Douglas Mac Lean: Ancient, Medieval and Northern Renaissance Art History.
Assistant Professor Lynne Pudles: 19th and 20th Century Art History.
‡Lecturer Irmfriede Hogan: Design. Drawing.
‡Lecturer Arthur Lazar: Creative Photography.
‡Lecturer Colleen McNally: Design.
***‡Lecturer Ramona Mitchell: Design. Painting. Monoprint.

From prehistoric times until the present day men and women throughout the world have created pictorial images, have carved and modeled, and have endeavored to make their habitations pleasing to the eye as well as comfortable. Such activities have been a mark and a measure of civilization. For this reason it is important within the context of a liberal education to gain, not only some knowledge of what artists have done in the past and are doing now, but, further than that, by the actual making of art to enrich one's understanding of the creative process of the artist. The Department of Art addresses itself to both these concerns.

‡Part-time Teaching, 1992-93.
***Sabbatical Leave of Absence, Spring, 1993

Art History is a humanistic discipline. The course work in Art History concerns itself with those things theoretical, historical, critical, and aesthetic, which should add to any individual's capacity to comprehend and appreciate the visual arts. While the courses are designed to introduce students to the scholarly procedures of the art historian — procedures which form an essential groundwork for any further advanced study in the field — they are also aimed at those students who wish to enlarge their knowledge and understanding of art, but are innocent of professional ambitions in the discipline.

The courses in Studio Art offered in the department have a similar dual purpose. They are designed to provide basic and also more advanced experiences of the actual procedures involved in making works of art of various sorts. The courses should be useful to those who plan to go on to become professional artists and also to those who merely seek to enlarge their experience and human potential.

It must be stressed that all Art courses taught at Lake Forest College are taught within the framework of a liberal arts education. Students majoring in either the Art History or the Art track must ensure that they seek breadth in the courses they elect outside the Art Department. They should also seek out courses which nurture those they take within the department. That would seem to suggest particularly study in areas such as history, aesthetics, literature, and psychology. Further to that, it must be emphasized that students who have professional ambitions must realize that they should study foreign languages. And even Leonardo da Vinci was more than superficially interested in science!

Students may major in the department in one of two ways. They may major in Art History by taking courses in that area with one required course in Studio Art, or they may choose to take a combination of courses in Studio Art and Art History with the emphasis on the former area. The two possible tracks are designated Art History and Art respectively.

Art History Track:

Art 110 (Introduction to the Visual Arts) is a prerequisite for all other courses in Art History, and thus is the first course which students choosing the Art History track must take. The more advanced courses in Art History deal with the main periods and styles of Western Art, with American Art, and with a variety of more specialized concerns of the art historian. The history of Western Art from ancient times until the present day is covered in a sequence of courses: Art 210, 211, 212, 213, 214, 215, 216, 217, and 218. In addition to Art 110, majors in Art History must take at least five courses from this sequence. In order to achieve the minimum of eight courses required to major, students may choose either further courses from this sequence or any other upper level courses in Art History. The department now offers more Special Studies courses with numbers in the 350's. All students majoring in Art History are required to take one of these 300 level Special Studies courses or alternatively Art 480 Seminar. Further, to the minimum of eight required courses in Art History, majors must take Art 130 (Studio Art: Elements of Design). This course is required for students on this track, but does not count toward the major.

Studio Art Track:

Art 130 (Studio Art: Elements of Design) is a prerequisite for most other courses in Studio Art and is thus the recommended first course for students choosing the Art track within the major. As has already been stated, students in this track follow a course of studies that combines Studio Art and Art History. All majors in this track must take the following courses: Art 110, 130, 131, and 218. In addition, they must take four more Studio Courses (or three more Studio Courses plus a senior project if selected), and one further Art History course from the following sequence: Art 210, 211, 212, 213, 214, 215, 216, and 217. In the senior year selected Art majors will undertake a senior project in drawing, painting, or sculpture which will carry two credits.

A complete study program for students majoring in Art, rather than Art History, will be worked out in consultation with a faculty advisor from the department. Because of the progressive nature of the discipline, this should be done as early as possible in the freshman or sophomore year; and it is important that students take a course in either painting or sculpture before the end of the junior year.

In conclusion, it must be stressed and repeated that Art 110 is a prerequisite for all other Art History courses. Art 130 is a prerequisite for other courses in Studio Art except for Art 131 (Drawing), Art 132 (Creative Photography).

110 INTRODUCTION TO THE VISUAL ARTS FS Mr. Croydon, Ms. Pudles, Mr. Mitchell

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

130 STUDIO ART: ELEMENTS OF DESIGN FS Mr. Croydon, Mrs. Mitchell, Ms. Hogan, Ms. McNally

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

131 STUDIO ART: DRAWING FS Mr. Croydon, Mr. Mitchell

Principles and practice of drawing, with emphasis on drawing from the model.

132 STUDIO ART: CREATIVE PHOTOGRAPHY S Mr. Lazar

An introductory course in the techniques and aesthetics of photography, dealing with the fundamentals of camera and darkroom procedures and the study of the expressive possibilities of the medium.

***202 GREECE IN THE BRONZE AGE S (March)**

(Cross-listed as Ancient Mediterranean Civilizations 202. See page 63 for description.)

***203 GREECE IN THE CLASSICAL—ROMAN AGES S (April)**

(Cross-listed as Ancient Mediterranean Civilizations 203. See page 58 for description.)

***204 GREECE IN THE BYZANTINE—MEDIEVAL AGES S (May)**

(Cross-listed as Ancient Mediterranean Civilizations 204. See page 58 for description.)

210 ANCIENT ART F Staff

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

*Offered only in Greece.

211 MEDIEVAL ART S Staff

Art of the Early Christian, Byzantine, and Medieval periods.

212 ITALIAN ART OF THE EARLY RENAISSANCE S Staff

Painting and sculpture in Italy from the late 13th through the 15th century.

213 NORTHERN EUROPEAN ART OF THE RENAISSANCE PERIOD

Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century. (Not offered in 1992-93.)

214 ITALIAN ART OF THE 16TH CENTURY S Mr. Mitchell

Painting and sculpture of the High Renaissance and Mannerist artists in Rome, Florence, and Venice.

215 17TH CENTURY ART F Mr. Mitchell

Painting and sculpture in Europe in the 17th century.

216 18TH AND EARLY 19TH CENTURY ART F Mr. Mitchell

Painting and sculpture in Europe in the 18th and early 19th centuries, from Watteau to Goya.

217 19TH CENTURY ART S Ms. Pudles

Painting, sculpture, and graphics in Europe during the 19th century.

218 20TH CENTURY ART F Ms. Pudles

Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

219 AMERICAN ART S Ms. Pudles

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present.

220 HISTORY OF ARCHITECTURE

Evolution of architectural style and thought from antiquity to the present. (Not offered in 1992-93.)

221 HISTORY OF MEDIA AND MATERIALS F Mr. Croydon

The evolution and use of different media, materials, and techniques by the sculptor, painter, and draftsman in the course of history.

222 INTRODUCTION TO ASIAN ART S Staff

A survey of Chinese and Japanese Art from Prehistoric times until the 1920s with an emphasis on Chinese Painting.

230 STUDIO ART: PAINTING F Mrs. Mitchell

Advanced creative projects using various painting media.

231 STUDIO ART: DRAWING FS Mr. Croydon, Mr. Mitchell

Further study from the model.

232 STUDIO ART: GRAPHIC ARTS

Advanced creative projects in various printmaking media. Monoprint. (Not offered in 1992-93.)

233 STUDIO ART: SCULPTURE FS Mr. Croydon

An introduction to fired clay sculpture and the principles and practice of oxidation firing.

330 STUDIO ART: PAINTING F Mrs. Mitchell

Advanced projects in painting.

331 STUDIO ART: DRAWING FS Mr. Croydon, Mr. Mitchell

Advanced study from the model.

332 STUDIO ART: GRAPHIC ARTS

Advanced projects in Monoprint. (Not offered in 1992-93.)

333 STUDIO ART: SCULPTURE FS Mr. Croydon

Advanced projects in fired clay sculpture.

355 SPECIAL STUDIES: THE IMPRESSIONISTS

The Impressionist Movement in France dealt with in detail and on a more advanced level. Prerequisites: Art 217 or permission of the instructor. (Not offered in 1992-93.)

356 SPECIAL STUDIES: THE POST-IMPRESSIONISTS

This seminar will focus on the major figures of the Post-Impressionist era, Cezanne, Seurat, Gauguin, and Van Gogh, as well as their followers and the movements associated with them. Prerequisites: Art 110 and one upper level art history course, preferably Art 217. (Not offered in 1992-93.)

357 SPECIAL STUDIES: 20TH CENTURY ARCHITECTURE

20th Century architecture from the Prairie School through Post-Modernism. Prerequisites: Art 220 or permission of instructor. (Not offered in 1992-93.)

358 SPECIAL STUDIES: SYMBOLISM AND DECADENCE F Ms. Pudles

This course will focus on European art and literature of the eighteen eighties and nineties and the first decade of the twentieth century, a period which has become identified with the art and literary movements of Symbolism, Decadence, and Art Nouveau. Prerequisites: Art 110 and one upper level art history course, preferably Art 217.

359 SPECIAL STUDIES: GAUGUIN AND HIS CIRCLE S Ms. Pudles

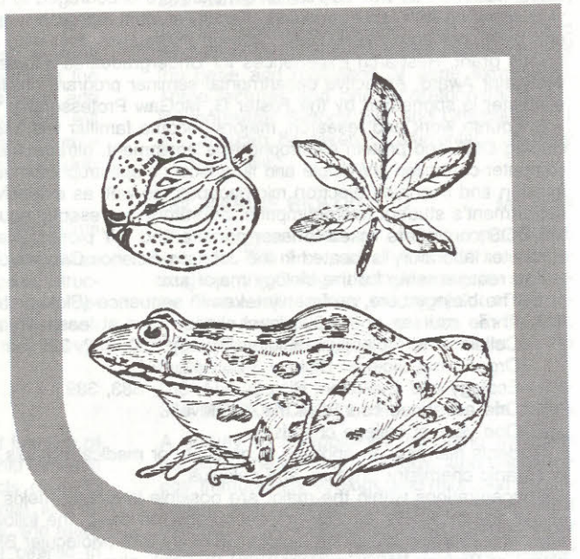
Paul Gauguin was one of the most important and influential artists at the end of the 19th Century. This seminar will deal with his work and that of his followers, the Pont-Aven School and the Nabis. Special attention will be paid to the development of Synthetism, its relationship to modernism, and its influence on subsequent art. Prerequisites: Art 110 and, if possible, Art 217.

480 SEMINAR S Staff

Open only to juniors and seniors. Prerequisites: At least three upper level courses in Art History.

492 SENIOR PROJECT IN STUDIO ART FS Mr. Croydon, Mr. Mitchell

This is required of selected students majoring in Studio Art during the senior year. This project is designed and carried out under faculty supervision and consists of advanced and intensive work in one of the visual arts. A Senior Project carries a maximum of two course credits, and should be carried out over two semesters.



BIOLOGY

†††Professor David W. Towle: Cell Biology. Molecular Biology. Physiology of Marine Animals.
Associate Professor Kenneth L. Weik (Chairperson): Botany. Phycology. Electron Microscopy. Marine Biology.
Assistant Professor Anne E. Houde: Behavioral Ecology and Evolution of Vertebrates.
Assistant Professor Charles R. Paulson: Developmental Biology. Cell Biology. Invertebrate Biology.
Assistant Professor William E. Zamer: Animal Physiology. Physiological Ecology. Marine Biology.
‡Lecturer Margaret D. Mikus: Microbiology. Molecular Biology.
‡Lecturer Lynn C. Westley: Physiological Ecology of Plants.

The Department of Biology offers its majors a broad background in the primary areas of modern biology, at the same time encouraging in-depth study in specific areas. A foundation of core courses—cells, organisms, populations, and genetics—prepares the major for upper-level courses in the areas of molecular and cell biology, organismal biology, and ecology and evolution. Advanced courses and seminars encourage intensity in a specialized aspect of biology. Molecular and cellular studies of organisms in relation to their environment provide a central theme for much of the department's teaching and research activities. The Department is thus strong in both laboratory and field components of biology. In addition to the biology major, the department offers courses designed to acquaint the non-science major with the salient features of biology as they relate to broader concerns. For 1992-93, non-major courses include Environmental Biology, Human Genetics, and Global Issues in Biology.

Majors are invited to become involved in research early in their undergraduate careers, beginning with investigative open-ended laboratories in the core courses. A new undergraduate research facility with six biology laboratories became available to students and faculty in May 1990. The Department enthusiastically supports the Richter Apprentice Scholar program for freshmen.

‡Part-time Teaching, 1992-93.
†††Sabbatical Leave of Absence, Spring, 1993

Upperclassmen as well as Richter Scholars are encouraged to participate in summer and academic year research with faculty mentors. Faculty-student research is presently supported by College funds and by grants from the National Science Foundation, including a Research at Undergraduate Institutions grant, Research Experiences for Undergraduates supplements and a Presidential Young Investigator Award. An active departmental seminar program hosting six-to-eight guest speakers each semester is sponsored by the Foster G. McGaw Professorship Fund.

In course work and research, majors become familiar with modern biological instrumentation, including DNA and protein electrophoresis equipment, ultracentrifuges and preparative centrifuges, computer-controlled UV-visible and fluorescence spectrophotometers, liquid scintillation counter, transmission and scanning electron microscopes, as well as extensive equipment for field study. The department's student microcomputer laboratory is presently equipped with ten 386- and 486-based MS-DOS computers linked to laser printers and X-Y plotter. The College's new networked microcomputer laboratory is located in the Johnson Science Center adjacent to the Department of Biology.

The requirements for the biology major are:

1. The biology core, preferably taken in sequence (Biology 151, 152, 251, 252).
2. Three courses at the 300 level chosen from at least two of three areas:
   Cellular and Molecular Biology: Biology 320, 322, 326.
   Organismal Biology: Biology 340, 342, 362.
   Ecology and Evolution: Biology 344, 381, 383, 389.
3. One advanced course at the 400 level.
4. One year of college chemistry.

Students planning on applying to graduate or medical schools should consider scheduling courses in organic chemistry, physics, and calculus.

Concentrations within the major are possible in several fields. For example, students interested in cell and molecular biology are encouraged to select the following courses in addition to the biology core: Biology 320 (Microbiology), Biology 322 (Molecular Biology), Biology 340 (Animal Physiology) or Biology 342 (Developmental Biology), plus an appropriate 400-level course or seminar. In addition, Biology 326 (Cell Ultrastructure), organic chemistry, and biochemistry are recommended. Students interested in ecology and evolution should select the following upper-level courses: Biology 344 (Animal Behavior), Biology 381 (Ecology), or Biology 383 (Freshwater Biology), Biology 389 (Evolution); Biology 340 (Animal Physiology) or Biology 362 (Green Plants), plus an appropriate 400-level course or seminar. Biology 282 (Marine Biology) is also recommended.

Students may earn course credit toward the major by participation in the Associated Colleges of the Midwest field biology programs in Costa Rica and northern Minnesota, described elsewhere in this catalog. Students who entered the College prior to August 1990 should consult the 1989/90 Bulletin for major requirements. The department elects outstanding students to Beta Beta Beta and to the Society of Sigma Xi, national honorary societies in undergraduate biology and scientific research respectively.

151 BIOLOGY OF CELLS F
Mr. Paulson, Mr. Zamer, Ms. Mikus

An examination of cells as the fundamental units of life. The topics to be covered will include: The structure and function of the cell and its parts, energy relationships at the cellular level, and an introduction to the nature and organization of the genetic material. Laboratory will be an open-ended investigative approach to biological research methods. Three lectures and one laboratory per week. (This course with laboratory section 1 is cross-listed as Freshman Studies 151.) (Biology Core Course.)

152 BIOLOGY OF ORGANISMS S
Mr. Zamer

A discussion of the organization and function of multicellular organisms; the ways in which plants and animals carry out the processes necessary for life. Among the topics to be discussed will be: Water relations, nutrient procurement, coordination systems including plant and animal hormones, movement and orientation, and reproductive patterns. Three lectures and one laboratory per week. Prerequisite: Biology 151. (Biology Core Course.)

181 ENVIRONMENTAL BIOLOGY F
Ms. Westley

The relationship between plants and animals and their environment. A consideration of the major biological communities of the world and the effects of human activity. Laboratory will consist of field trips to local biological communities including lakes, bogs, prairies, and forests. (For non-biology majors.)

184 HUMAN GENETICS F Ms. Mikus

An introduction to the inheritance of human characteristics. The nature of the gene, structure and function of chromosomes, developmental genetics, and the relationship between genes and human disease. (For non-biology majors.)

186 BIOLOGY OF THE BRAIN

A consideration of the structure and function of the brain, the philosophical relationship between mind and brain, and social aspects of brain function such as personality, mental illness, and addiction. Lectures, discussions, and readings. (For non-biology majors. Not offered in 1992-93.)

188 INTRODUCTION TO EVOLUTION

An introduction to evolutionary theory, with emphasis on the works of Darwin, the historical and scientific context surrounding his work, the modern evidence for evolution, and human evolution. (For non-biology majors. Not offered in 1992-93.)

190 GLOBAL ISSUES IN BIOLOGY F
Mr. Towle

The course will examine the biological aspects of topics such as air and water pollution, acid rain, nuclear energy, global warming, overpopulation, endangered species, biodiversity, and deforestation. Three classes per week. (For non-biology majors.)

251 BIOLOGY OF POPULATIONS F
Mr. Weik

A discussion of the processes of life at the population and community level. Topics will include ecology and the origin and evolution of life. Three lectures and one laboratory per week. Prerequisite: Biology 152. (Biology Core Course.)

252 GENETICS S Mr. Paulson

The fundamentals of genetic analysis and basic hereditary processes. Structure and function of the gene and regulation of gene expression. Three lectures and one laboratory per week. Prerequisites: Biology 251 and Chemistry 111 or 125 (can be taken concurrently). (Biology Core Course.)

282 MARINE BIOLOGY S Mr. Weik

The biology and ecology of marine plants and animals. The first part of this course will be taught at the College during the regular semester. Two weeks in May will be spent at a subtropical marine biology station. Extra fee. Prerequisites: Biology 152 or consent of the instructor.

320 MICROBIOLOGY S Ms. Mikus

A survey of microbiology, including microbial genetics, medical microbiology, food microbiology, immunology, virology, and microbial parasitology, with emphasis on topics of medical interest. Three lectures and one laboratory per week. Prerequisites: Biology 151 and Chemistry 111 or 125.

322 MOLECULAR BIOLOGY S Mr. Towle

The structure and function of nucleic acids in procaryotic and eucaryotic cells: DNA replication, transcription, translation, and regulation. Laboratories will emphasize the application of current molecular techniques to an open-ended research problem. Three lectures and one laboratory per week. Prerequisites: Biology 151 and 252 and Chemistry 111 or 125.

326 CELL ULTRASTRUCTURE

An introduction to the ultrastructure of typical plant and animal cells and tissues employing the techniques of transmission electron microscopy. Three lectures and one laboratory per week. Prerequisite: Biology 151. (Not offered in 1992-93.)

340 ANIMAL PHYSIOLOGY F Mr. Zamer

The function of cells and organs in vertebrates and invertebrates, with particular emphasis on integration and response to environmental stimuli. Three lectures and one laboratory per week. Prerequisites: Biology 151 and 152.

342 DEVELOPMENTAL BIOLOGY

The processes of embryological development in a variety of organisms, stressing common themes as well as species-specific features. Genetic regulation, pattern formation, morphological movements, and the interaction with environmental factors are some of the topics to be considered. Three lectures and one laboratory per week. Prerequisites: Biology 152 and 252. (Not offered in 1992-93.)

344 ANIMAL BEHAVIOR

A study of current ideas about the survival value of animal behavior, how patterns of behavior may have evolved, and how behavior may develop and mature in individual animals. Three lectures and one laboratory per week. Prerequisite: Biology 251. (Not offered in 1992-93.)

362 BIOLOGY OF GREEN PLANTS F Ms. Westley

Anatomy and physiology of primary producers: photosynthesis, metabolism, nutrition, water relations, reproduction, growth regulation, photomorphogenesis, pollination and coevolution. Three lectures and one laboratory per week. Prerequisites: Biology 151 and 152, Chemistry 111 or 125.

381 ECOLOGY

A study of ecological systems with emphasis on terrestrial habitats. Three lectures and one laboratory per week. Prerequisite: Biology 251. (Not offered in 1992-93.)

383 FRESHWATER ECOLOGY

The study of aquatic ecosystems with emphasis on relationships between the physical and biological characteristics of freshwater lakes, ponds, streams, bogs, marshes, etc., and associated wetlands. Laboratory exercises will emphasize field study of aquatic environments in northeastern Illinois. Three lectures and one laboratory per week. Prerequisites: Biology 251 and Chemistry 111 or 125. (Not offered in 1992-93.)

389 EVOLUTION S Ms. Houde

The mechanisms of evolutionary change ranging from microevolutionary processes in populations to macroevolutionary patterns over geological time. Three lectures and one laboratory per week. Prerequisite: Biology 151 and 251.

440 ECOLOGICAL PHYSIOLOGY

The physiological mechanisms by which animals adjust to changing environmental conditions. Evolutionary implications of genetic influences on physiological performance are discussed, with emphasis on adaptations among marine invertebrates. Three lectures and one laboratory per week. Prerequisite: Biology 340 and Chemistry 111, or consent of the instructor. (Not offered in 1992-93.)

488 SEMINAR: SEXUAL SELECTION AND MATE CHOICE S Ms. Houde

An examination of the evolutionary processes that lead to elaborate sexual displays, ornaments and weaponry in a variety of animal species. Discussions of theoretical issues and empirical evidence will be based on the primary literature. Two eighty-minute seminars per week. Prerequisite: Minimum of one advanced course beyond the biology core or permission of the instructor.

490 INTERNSHIP

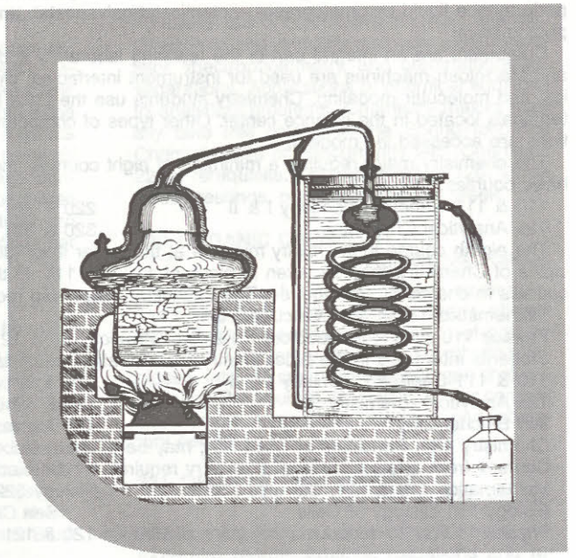
Off-campus research experience supervised by a departmental faculty member.

493 INDEPENDENT STUDY

Research in collaboration with a departmental faculty member.

494 SENIOR THESIS

Research guided by a departmental faculty member culminating in a senior thesis.



CHEMISTRY

Professor William B. Martin (Chairperson): Organic Chemistry. Synthesis. Biochemistry. Enzyme Inhibition.
Professor M. Lee Thompson: Inorganic Chemistry. Main Group Synthesis. Organometallic Chemistry.
Assistant Professor Richard S. Kelly: Analytical Chemistry. Electrochemistry. Bioanalytical Chemistry.
Assistant Professor George C. Shields: Physical Chemistry. Computational Chemistry. Structure of Biomolecules.
Instructor Laura J. Kateley: Organic Chemistry. Synthesis. Chromatographic Applications.

The Department of Chemistry at Lake Forest College offers students a curriculum designed to develop both depth and breadth in understanding the central principles and theories in the major areas of modern chemistry.

All chemistry majors are provided with a foundation in inorganic, organic, analytical, and physical chemistry. The department also offers a biochemistry concentration. Upper level courses and research experiences are available in each of these areas of chemistry. An essential feature of chemistry course work is the laboratory experience. The laboratory sections are small and emphasize individual work, problem solving, and hands-on use of modern instrumentation.

Students majoring in areas outside of the sciences may take any of the courses in the department for which they have the necessary prerequisites. There are, however, some courses especially intended for these students; courses specifically for non-science majors require no previous chemistry and are particularly desirable for students in politics, economics, business, education, and history.

The facilities in the Department of Chemistry include four laboratories for teaching and research training as well as three laboratories devoted to instrumentation, and nine laboratories for student-faculty research. Chemical books and periodicals are in the Freeman Science Library in the same building with the teaching and research laboratories to facilitate an integrated approach to library and laboratory research. Instrumentation in the department includes Fourier transform infrared spec-

trophotometers, nuclear magnetic resonance spectrophotometers, gas chromatographs, high-performance liquid chromatographs, potentiostat/galvanostat, and visible and ultraviolet spectrophotometers.

Computers are an integral part of the teaching laboratory and research activities; both MS-DOS and Macintosh machines are used for instrument interfacing, plotting, spreadsheets, color graphics, and molecular modeling. Chemistry students use the Lake Forest College microVAX through terminals located in the science center. Other types of computers at industrial and university locations are accessed via modem.

The chemistry major requires a minimum of eight courses; these include the following seven basic courses:

110 & 111 General Chemistry I & II
125 Analytical Chemistry
220 & 221 Organic Chemistry I & II
320 & 321 Physical Chemistry I & II

The eighth course in chemistry must be at the upper level (300 or above). Chemistry 120, Principles of Chemistry, may be taken in place of 110 and 111; in this case, two more upper-level courses in chemistry are required. The chemistry major also requires the following courses:

Mathematics 110 & 111, Calculus I & II
Physics 110 & 111, Introductory Physics or Physics 120 & 121, General Physics

Students interested in the biochemistry concentration would take the following courses:

110 & 111 General Chemistry I & II
125 Analytical Chemistry
300 Biochemistry
220 & 221 Organic Chemistry I & II
320 & 321 Physical Chemistry I & II
415 Topics in Biochemistry

Chemistry 120, Principles of Chemistry, may be taken in place of 110 and 111.

Courses from areas outside of chemistry required for the biochemistry concentration include:

Mathematics 110 & 111, Calculus I & II
Biology 151 Biology of Cells
Physics 110 & 111 Introductory Physics or Physics 120 & 121 General Physics
Biology 322 Molecular Biology (Prerequisite: See Chemistry Advisor.)

The department of Chemistry is on the approved list of The American Chemical Society and has an active chapter of Student Affiliates. This student organization sponsors a variety of activities related to science including a speaker program. Chemistry majors at Lake Forest College may graduate with American Chemical Society Certification by taking the six or seven basic courses, the required calculus and physics courses, 410 Instrumental Analysis, 420 Advanced Inorganic Chemistry, and two additional upper level courses.

Chemistry students who have participated in research may be nominated by the department for election to Sigma Xi, a national science honorary society with a chapter at Lake Forest College.

Chemistry majors are prepared to go directly into careers in chemistry or to pursue graduate or professional studies in chemistry or related fields. Students pursuing interests in areas of medicine or biological sciences with a goal of professional school or graduate study typically take four or more courses in the department of chemistry. Pre-medical students need to take one year of general chemistry and one year of organic chemistry. Students planning graduate studies in chemistry or related fields are encouraged to participate in summer research as well as research during the senior year, culminating in the writing of a senior thesis.

***102 CHEMISTRY AND THE ENVIRONMENT**

Explore the chemical relationships among earth, air, water and life. Understand some of the chemical phenomena in the world around you: greenhouse effect, acid rain, ozone depletion and waste control. The relevant chemical concepts and background from other sciences will be developed as needed. Lectures, discussions and demonstrations. No laboratory. (Not offered in 1992-93.)

***106 ENERGY AND YOU: AN ECOLOGICAL APPROACH**

Focuses on fundamental concepts related to energy including supplies, generation, interconversion, ecological aspects, and future prospects. Energy is examined primarily from the view of basic scientific principles, but also from historical, political, economic, and sociological perspectives. No laboratory. (Not offered in 1992-93.)

*Note: Chemistry 102, 106, and 108 are for non-science majors and are not applicable toward the chemistry major.

***108 SHAPE, STRUCTURE, AND MATTER S** Ms. Kateley

Why are there millions of carbon compounds? Why are these compounds so important? Understand and appreciate the submicroscopic world of the molecules of carbon. Explore the nature of plastics and polymers, of nutrients and medicinals, of fuels and other petrochemicals. Investigate ideas of structure and consider how small, simple molecules can be pieced together into larger, more complex natural and synthetic molecules. Three class meetings per week.

110 GENERAL CHEMISTRY I F
Mr. Thompson, Mr. Kelly

An introduction and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces computer plotting and quantitative measurements. Three class meetings, one laboratory per week. (This course with Laboratory Section I is cross-listed as Freshman Studies 110-1.)

111 GENERAL CHEMISTRY II S
Mr. Thompson

Thermodynamics and kinetics; chemical equilibria; acids, bases, and buffers; coordination compounds; descriptive chemistry of metals and non-metals. Laboratory is both quantitative and descriptive and uses computer applications such as plotting, statistics, and spreadsheets. Prerequisite: Chemistry 110. Three class meetings, one laboratory per week.

120 PRINCIPLES OF CHEMISTRY F
Mr. Shields, Mr. Kelly

Intended for students with strong high school preparation. Atomic theory, periodic relationships, chemical bonding, solution phenomena, coordination chemistry, and descriptive chemistry of metals and non-metals. Laboratory is a project-based, independent, problem-solving experience. Students successfully completing Chemistry 120 are able to move immediately to Chemistry 125. Interested entering students should contact the department to discuss placement in this course. Three class meetings, one laboratory per week.

125 ANALYTICAL CHEMISTRY S Mr. Kelly

Fundamentals of quantitative chemical analysis. Gravimetric and titrimetric methods, electrochemistry, spectrophotometry, and chromatographic separations. Applications of chemical equilibria to analytical problems. Chemistry majors usually take this course in the Spring following Chemistry 120 or concurrently with Chemistry 221. Prerequisite: Chemistry 111 or 120. Three class meetings, one laboratory per week.

220 ORGANIC CHEMISTRY I F
Mr. Martin, Ms. Kateley

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions. Laboratory focuses on synthetic techniques, infrared spectroscopy, and gas chromatography. Prerequisite: Chemistry 111 or consent of instructor. Three class meetings, one laboratory per week.

221 ORGANIC CHEMISTRY II S
Mr. Martin, Ms. Kateley

Addition, substitution, and elimination reactions; molecular rearrangements; oxidations and reductions; carbohydrates and other polymers. Laboratory focuses on standard and microscale organic synthesis and infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 220 or consent of instructor. Three class meetings, one laboratory per week.

300 BIOCHEMISTRY F Mr. Martin

Introduction to biochemistry at the cellular and chemical level. Emphasis on protein structure and function; enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Prerequisite: Chemistry 221, Biology 151, or permission of instructor. Three class meetings, one laboratory per week.

320 PHYSICAL CHEMISTRY I F
Mr. Shields

Quantum mechanics and the nature of the chemical bond. Applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments which led to the development of quantum mechanics, molecular modeling and spectroscopy. Prerequisites: Chemistry 125, 221, Mathematics 111, Pre- or corequisite Physics 110 or 120. Three class meetings, one laboratory per week.

*Note: Chemistry 102, 106, and 108 are for non-science majors and are not applicable toward the chemistry major.

321 PHYSICAL CHEMISTRY II S
Mr. Shields

Thermodynamics; derivation of state variables; their application to the prediction of direction and extent of chemical reactions. Equilibria; chemical kinetics; introductory catalysis; reaction rate theory; photochemistry. Laboratory is an independent project-based experience. Prerequisite: Chemistry 320 or permission of instructor. Three class meetings, one laboratory per week.

410 INSTRUMENTAL ANALYSIS F
Mr. Kelly

Theory and techniques of instrumental analysis in analytical chemistry. Basic electronics; electroanalytical chemistry; optical spectroscopy (UV, Fluorescence, FT-IR, Raman); structural analysis using C-13 NMR and mass spectroscopy; modern chromatographic techniques; kinetic methods of analysis and optimization techniques (simplex and factorial analysis). Independent, project-oriented laboratory includes most modern instrumental methods. Prerequisite (or corequisite, with permission of instructor): Chemistry 320. Three class meetings, one laboratory per week.

415 TOPICS IN BIOCHEMISTRY S
Mr. Shields

Application of chemistry to biological molecules. Topics selected from the following: X-ray crystallography; NMR spectroscopy; molecular modeling; computational methods in biochemical systems; protein-DNA interactions; photobiophysics; enzyme catalysis and mechanism; DNA chemistry. Prerequisite: Chemistry 300 and 321. No laboratory.

420 ADVANCED INORGANIC CHEMISTRY S Mr. Thompson

Concepts in inorganic chemistry, emphasizing structure, bonding, and reactivity; molecular orbital theory; point groups; electron deficient molecules, coordination compounds, organometallic and bioinorganic chemistry; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Laboratory work involves synthesis, analysis, and reactions using specialized techniques such as vacuum line and inert atmosphere. Prerequisite or corequisite: Chemistry 321. Three class meetings, one laboratory per week.

430 ADVANCED ORGANIC CHEMISTRY S Mr. Martin

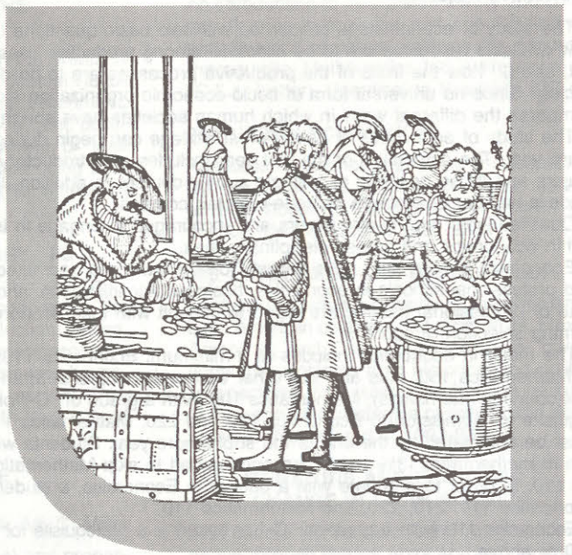
Theoretical treatment of familiar topics of organic chemistry. Quantitative correlations of reaction rates and equilibria focusing on effects of substrate structures and media changes on reactivity. Laboratory is project oriented and includes synthesis, structural analysis, and spectroscopic methods. Prerequisite: Chemistry 221 and 321. Three class meetings, one laboratory per week.

450 RESEARCH IN CHEMISTRY

Independent research with a faculty advisor. Research areas include organic synthesis; inorganic main group synthesis; enzyme inhibition; protein X-ray crystallography; computational chemistry; molecular modeling; electrochemistry; bioanalytical chemistry.

490 SENIOR THESIS IN CHEMISTRY

An extensive, in-depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation with the possibility of receiving graduation honors.



ECONOMICS AND BUSINESS

Professor Robert A. Baade: International Trade and Finance. Macroeconomic Theory. Political Economy. Comparative Systems.
Professor William Moskoff: Principles. Microeconomic Theory. Comparative Systems.
Associate Professor Les R. Dlabay: Accounting. Marketing Theory. Marketing Research. Capital Budgeting. Finance.
Associate Professor Richard F. Dye (Chairperson): Macroeconomic Theory. Public Finance. Urban Economics.
†Associate Professor Nader Nazmi: Econometrics. Statistics. Business and Economic Forecasting. Economic Development. Latin American Economics.
Associate Professor Carolyn Tuttle: Macroeconomic Theory. Statistics. Money and Banking. Economic History. Labor.
*Assistant Professor Audrey J. Curtiss: Economics of Regulation. Finance. Industrial Organization. Managerial Economics. Microeconomic Theory. Statistics.
Assistant Professor Cynthia B. Woodbury: Financial Accounting. Managerial Accounting. Intermediate Accounting. Investment Analysis.
Assistant Professor Jeffrey O. Sundberg: Decision Theory. Environmental and Natural Resource Economics. Finance. Industrial Organization. Microeconomic Theory. Corporate Finance.
‡Lecturer Joan B. Boehnen: Internships.

The Department of Economics and Business offers majors in both economics and business.

‡Part-time Teaching, 1992-93.
†Sabbatical Leave of Absence, 1992-93.
*Leave of Absence, 1992-93

Economics Major

The study of economics is concerned with two basic questions faced in any human society: (1) how available resources are to be allocated among productive uses to yield the greatest total product, and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these questions.

The study of economics at Lake Forest College can begin during either the freshman or sophomore year. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, lower-level course offerings include a number of problem or issue-oriented courses.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines.

Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration, and law. Majors contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

The major in economics includes at a minimum, Economics 110, 210, 220, and Economics 130 or Mathematics 150, plus any four other economics courses, three of which must be above 300 (not counting internships). Mathematics 105 (with a grade of "C-" or better) or competency is a prerequisite for admission to Economics 210 and 220. Mathematics 110 is required of all majors and must be completed by the end of the sophomore year. Students with strong high school preparation in mathematics (3½ years) are encouraged to skip Mathematics 105 and enroll in Mathematics 110. In order to graduate with a degree in Economics, a student must have at least a "C-" in Economics 110, 210, 220, and Mathematics 110.

Economics 110 (with a grade of "C-" or better) is a prerequisite for all economics courses numbered 200 or above.

Economics Courses

110 PRINCIPLES OF ECONOMICS FS Staff

An introduction to both microeconomics—the theory of consumer and producer behavior—and macroeconomics—the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to analysis of current problems of the American economy.

130 ECONOMIC STATISTICS FS Staff, Ms. Tuttle

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (Not open to students who have taken Mathematics 150 which is a comparable course.)

140 POVERTY AND DISCRIMINATION F Ms. Tuttle

This course will study the nature and extent of poverty in the U.S., its causes and consequences, and the antipoverty efforts of existing and proposed government programs and policies. Discrimination in the work place, in education, and in housing will be discussed as one possible cause of poverty. (Cross-listed as Freshman Studies 140.)

210 MICROECONOMIC THEORY FS Mr. Moskoff, Mr. Sundberg

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included.
Prerequisite: Math 105 (with a grade of "C-" or better), or competency.

211 COMPARATIVE ECONOMIC SYSTEMS F Mr. Moskoff

Examination and analysis of the economic systems in the Soviet Union, Hungary, China, Japan, and Yugoslavia. Emphasis on current reform efforts in these countries.

212 RADICAL ECONOMICS

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense spending, zero economic growth, income distribution, pollution, and the economics of women. (Not offered in 1992-93.)

216 INDUSTRIALIZATION IN THE TWENTIETH CENTURY

The process of industrialization in the twentieth century is examined using the Industrial Revolution of Great Britain as a historical benchmark. The implications of economic, social, and political institutions on the development of less developed countries will be studied using several countries as case studies. (Not offered in 1992-93.)

220 MACROECONOMIC THEORY FS Mr. Dye

Intermediate theory of macroeconomics. The determinants of aggregate production, prices, interest rates, and employment in macroeconomic models which combine the business, household, government, and financial sectors. Prerequisite: Mathematics 105 (with a grade of "C-" or better) or competency.

225 POLITICAL ECONOMY OF HEALTH CARE IN AMERICA S Mr. Dye, Mr. C. Miller

A survey of the existing system(s) and proposals for change; history and trends; the effect of technology and demography on national health needs; role of the government; interest groups among providers, consumers, and insurers; comparative studies (especially Canada). Prerequisites: Economics 110, Politics 120, and additional course work in either department; or permission of the instructor. (Identical to Politics 225.)

233 EASTERN EUROPE IN THE TWENTIETH CENTURY

Exploration of Eastern Europe's development in the twentieth century through the disciplines of history and economics. Beginning with the emergence of independent states in this economically underdeveloped, multinational region during the era of World War I, the course examines economic and political difficulties in the interwar period. World War II, postwar Soviet domination. The emergence of great diversity after domination, the emergence of greater diversity after Stalin's death, and the current radical changes sweeping the region. (Not offered in 1992-93.)

237 INTRODUCTION TO FINANCE F Mr. Sundberg

Provides an overview of financial markets and corporate procedures and the ways that they influence the allocation of scarce resources over time and under uncertainty.

An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prerequisite: Mathematics 105 (with a grade of "C-" or better). (Identical to Business 237.)

240 URBAN ECONOMICS

Application of economic analysis to current problems in urban and suburban America, such as poverty, housing, transportation, growth, and finance. (Not offered in 1992-93.)

270 LATIN AMERICAN DEVELOPMENT

Analysis of political economy of development of Latin American countries including Brazil, Mexico, Argentina, and Chile. Examination of current economic problems from historical and political perspectives. Particular attention will be given to the economic strategies of growth and development. (Not offered in 1992-93.)

280 LITERATURE AND ECONOMIC CHANGE IN LATIN AMERICA

This course will consider Latin American experience through literary texts and economic perspectives. Literary texts will be studied for their aesthetic values and as guides for understanding the historical dimensions of Latin America and its current socio-economic structure. The course will cover a broad geographical area including Argentina, Brazil, Chile, Colombia, Guatemala, Mexico and Peru. (Identical to Foreign Civilization 280. Not offered in 1992-93.)

310 INDUSTRIAL ORGANIZATION S Mr. Sundberg

Examines how market failures prevent perfect competition and how firms respond to such failures. Uses the traditional structure-conduct-performance approach as well as the recent transaction cost and game-theoretic approaches to understand firm behavior. Explores the role of antitrust in determining industry structure and conduct. Prerequisite: Economics 210.

313 MONEY AND BANKING S Ms. Tuttle

Analysis of bank and non-bank financial institutions. Topics include the S&L crisis, the impact of the 1980 and 1982 deregulation acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisite: Economics 220.

330 ECONOMETRICS

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 130 or Mathematics 150. (Not offered in 1992-93.)

335 MANAGERIAL ECONOMICS

Applies microeconomic theories of decision-making to the theory of the firm. Topics include decision-making under uncertainty, linear programming, demand estimation, and optimal pricing. Prerequisites: Economics 210 (with a grade of "C-" or better), Economics 130 or Mathematics 150. (Identical to Business 335. Not offered in 1992-93.)

340 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

The course examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: Economics 210 (with a grade of "C-" or better. Not offered in 1992-93.)

350 PUBLIC FINANCE F

Mr. Dye

Theory and policy analysis of the effects of government spending and taxation on allocation and on the distribution of income. Current tax policy issues are given special attention. Prerequisite: Economics 210.

360 ECONOMICS OF REGULATION S

Staff

Applies microeconomic analysis to the study of government regulation of business. Examines different forms of regulation and the economic rationale for their existence. Assesses the effectiveness and the economic consequences of regulation. Case studies include telecommunications, airlines, trucking, and environmental regulation. Prerequisite: Economics 210 (with grade of "C-" or better).

415 CORPORATE FINANCE S

Mr. Sundberg

Theoretical and empirical issues in corporate finance are examined from the perspective of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisite: Mathematics 110 and Business/Economics 237. Junior or Senior standing. (Identical to Business 415.)

420 LABOR IN THE AMERICAN ECONOMY S

Ms. Tuttle

Economics of the labor market. Theories are developed on the supply and demand for labor as they determine the labor force participation of men, women, teenagers, and minorities. Issues of discrimination, education, job training, unions, government legislation, and women's work are discussed in light of contemporary events. Prerequisites: Economics 210 and Mathematics 110 or 160.

425 BUSINESS AND ECONOMIC FORECASTING

The course employs regression techniques, time series analysis, and business and economic indicators for forecasting economic and business variables. Prerequisite: Economics 130 or Mathematics 150. (Identical to Business 425. Not offered in 1992-93.)

430 INTERNATIONAL TRADE THEORY AND POLICY F

Mr. Baade

International trade theory with some applications. Topics include an analysis of those elements of economic structure that determine trade flows, theory relating to how trade flows alter economic structure, the free trade versus protectionism argument, and selected topics in international economic intergration and development. Prerequisites: Economics 210 and 220. Junior or Senior standing.

431 INTERNATIONAL FINANCE S

Mr. Baade

The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisites: Economics 210 and 220. Junior or Senior standing. (Identical to Business 431.)

440 ADVANCED MACROECONOMICS F

Mr. Baade

Analysis and comparison of Keynesian, neo-Keynesian, neoclassical, monetarist, and rational expectationist perspectives on macroaeconomic theory and stabilization policy. Prerequisite: Mathematics 110 and Economics 220. Junior or Senior standing.

470 ECONOMIC DEVELOPMENT IN THE THIRD WORLD

An inquiry into the nature and causes of the economic underdevelopment of Third World countries. (Not offered in 1992-93.)

485 SENIOR SEMINAR

By invitation only. (Not offered in 1992-93.)

490 INTERNSHIPS FS

Ms. Boehnen

A work-study program which will provide an opportunity to supplement the academic with work experience in the field of business and economics. Interested students must work with Career Planning and Placement to develop a resume and register with the instructor before the mid-term break of the semester preceding the proposed internship. One or two course credits. Prerequisite: Junior or Senior standing. (Identical to Business 490.)

499 INDEPENDENT STUDY

Tutorials, research projects, senior theses are available forms of independent study, with the consent of the instructor.

Business Major

The business major is designed to provide the student with an overview of the various areas of the business world: accounting, finance, and marketing. The primary intention is to teach students how to think about questions in the business world rather than to provide narrow vocational training.

Declaration of the major is ordinarily made during the second semester of the sophomore year. For the major in business, students must have a grade of "C-" or better in each of the following core courses: Economics 110, Mathematics 105, Mathematics 110 or 160, Economics 130 or Mathematics 150, Business 230, and Business 237. Students with strong high school preparation in mathematics (3½ years) are encouraged to skip Mathematics 105 and enroll in Mathematics 110 or 160. Mathematics 105 must be completed by the end of the freshman year. The other quantitative requirements must be completed by the end of the sophomore year. Students transferring at the end of their sophomore year who are deficient in any course requirements may be admitted to the business major subject to taking the required courses as soon as possible during the junior year and attaining grades of "C-" or better.

While students are entitled to have a double major, if they major in business, the second major may not be economics.

The major consists of the following requirements:

100 level, 1 course	Principles of Economics
200 level, 5 courses	Financial Accounting Introduction to Finance Microeconomic Theory or Macroeconomic Theory Philosophy 203—Business and Professional Ethics (The philosophy requirement can also be satisfied by Philosophy 325—Major Ethical Theories) One course from: (a) History 201—East Asian Civilizations (b) History 233—Eastern Europe in the Twentieth Century (c) History 260—American Economic and Business History (d) History 263—American Cities (e) History 286—Modern Japan (f) Psychology 235—The Mediation of Conflict (g) Psychology 345—Organizational and Industrial Psychology (h) Sociology 217—Sociology of Work
300/400 level, 5 courses, one of which must be a 400 level business-listed course	Investment Analysis Marketing Theory Managerial Accounting Psychology 325—Sellers and Consumers (Note Psychology 110 and 220 are prerequisites.) Environmental and Natural Resource Economics Money and Banking Industrial Organization Econometrics Managerial Economics Capital Budgeting Marketing Research Business and Economic Forecasting Intermediate Accounting International Economics Labor in the American Economy Economics of Regulation Corporate Finance International Finance Senior Seminar
Quantitative, 3 courses	Mathematics 105 or equivalent (3½ years of high school mathematics) must be completed by the end of the freshman year Mathematics 110 (Calculus) or Mathematics 160 (Finite Mathematics with Applications) must be completed by the end of the sophomore year Economics 130 or Mathematics 150 must be completed by the end of the sophomore year

For students contemplating a business major it is advised the the following courses be taken during the first two years:

Freshman Year:
- Economics 110
- Mathematics 110 or 160 (preceded if necessary by Mathematics 105)

Sophomore Year:
- Economics 210 or 220
- Economics 130 or Mathematics 150
- Business 230
- Business 237

Business Courses

230 FINANCIAL ACCOUNTING FS
Ms. Woodbury, Mr. Dlabay

Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control; interpretation and uses of financial statements. Prerequisites: Economics 110 and Mathematics 105 (with grades of "C-" or better).

237 INTRODUCTION TO FINANCE F
Mr. Sundberg

Provides an overview of financial markets and corporate procedures and the ways that they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prerequisites: Economics 110 and Mathematics 105 (with grades of "C-" or better). (Identical to Economics 237.)

331 MANAGERIAL ACCOUNTING F
Ms. Woodbury

Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, standards for planning, control, and performance measurement. Prerequisite: Business 230 (with grade of "C-" or better).

335 MANAGERIAL ECONOMICS

Applies microeconomic theories of decision-making to the theory of the firm. Topics include decision-making under uncertainty, linear programming, demand estimation, and optimal pricing. Prerequisites: Economics 210 (with a grade of "C-" or better), Economics 130 or Mathematics 150. (Identical to Economics 335.) Not offered in 1992-93.

336 MARKETING THEORY S Mr. Dlabay

A study of the conceptual framework of marketing and its relationship to the economy and society. Topics include economic foundations of marketing, introductory marketing research concepts, consumer behavior models, financial analysis for marketing decision making, and international marketing for a global economy. Emphasis will be on the critical discussion and critical analysis of readings, and field research assignments. Prerequisite: Junior standing.

380 INVESTMENT ANALYSIS S
Ms. Woodbury

Studies the process of selecting among alternative financial assets from the viewpoint of the individual. Emphasizes such topics as the evaluation of risk and return, security markets and industry developments, regulatory practices and portfolio theory. Prerequisites: Economics 130 or Mathematics 150 and Business 230 and 237.

415 CORPORATE FINANCE S
Mr. Sundberg

Theoretical and empirical issues in corporate finance are examined from the perspective of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisite: Mathematics 110 and Business/Economics 237. Junior or Senior standing. (Identical to Economics 415.)

425 BUSINESS AND ECONOMIC FORECASTING

This course employs regression techniques, time series analysis and business and economic indicators for forecasting economic and business variables. Prerequisites: Economics 110 and Economics 130 or Mathematics 150. (Identical to Economics 425.) (Not offered in 1992-93.)

430 INTERMEDIATE ACCOUNTING S
Ms. Woodbury

Accounting concepts, principles, and theory with an emphasis on the special problems that arise in applying these concepts for external reporting. Prerequisite: Business 230 (with a grade of "C-" or better), Junior standing.

431 INTERNATIONAL FINANCE S
Mr. Baade

The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments, accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisites: Economics 210 and 220. Junior or Senior standing. (Identical to Business 431.)

450 CAPITAL BUDGETING F Mr. Dlabay

Involves the study of advanced financial management and the evaluation of business investment opportunities. Topics include the discounting of cash flows, risk analysis, capital asset pricing, and financial leverage decisions. Prerequisites: Economics 130 or Mathematics 150, Business 237 and any 300 level Economics or Business course.

455 MARKETING RESEARCH F
Mr. Dlabay

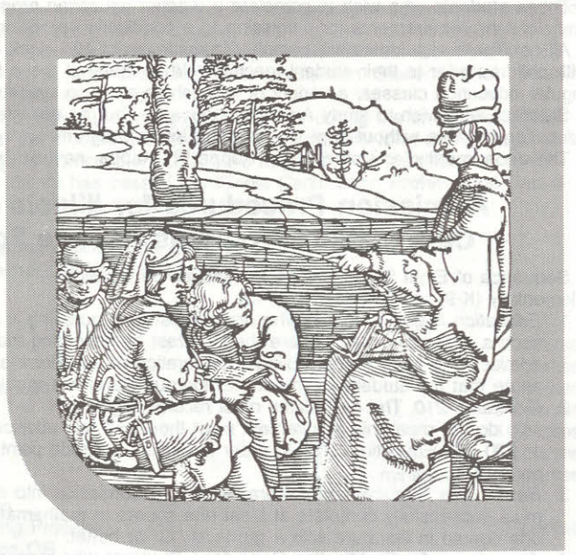
Involves the advanced study of research theory and applications for organizational decision making. Emphasis will be on development of research designs, survey instrument creation, use of sampling procedures, and data analysis techniques. Prerequisites: Economics 130 or Mathematics 150 and any 300 level Economics or Business course, or permission of instructor.

485 SENIOR SEMINAR

(Not offered in 1992-93.)

490 INTERNSHIPS FS Ms. Boehnen

A work-study program which will provide an opportunity to supplement the academic with work experience in the field of business and economics. Interested students must work with Career Planning and Placement to develop a resume and register with the instructor before the mid-term break of the semester preceding the proposed internship. One or two course credits. Prerequisite: Junior or Senior standing. (Identical to Economics 490.)



EDUCATION

Professor Forest Hansen: Philosophy of Education.
Professor Arthur Zilversmit: History of Education.
Associate Professor Phylis Frankel: Psychology Applied to Education.
Associate Professor Jennifer J. Wallace: Social Foundations of Education.
Assistant Professor Sandra M. Fox (Chairperson): Elementary Education. Reading Theory and Instruction.
Assistant Professor Bonita Wilcox: English Education. Writing Across the Curriculum.
‡Lecturer Florence Singer: Art Education.

The belief of the Education Department is that the best preparation for any teaching career—elementary or high school—is a broad and liberal education. Accordingly, all candidates for teaching certificates are required to take courses throughout the divisions of the college and to complete another academic major in addition to an Education major.

Lake Forest College is entitled by the state to prepare students for **certification in elementary schools** (grades K-9) **and high schools** (grades 6-12). Special courses are offered for students who wish to teach in middle schools and junior high schools.

Students who are particularly interested in urban education may participate in the Urban Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many offerings for students in nearby Chicago, including a program leading to **bilingual certification** at either the elementary or secondary level.

Teacher candidates interested in elementary or secondary education are required to elect an academic major as well as meet the general education requirements outlined by the State Certification Board.

Lake Forest College also offers a five course program to prepare teachers for employment as professional educators in **independent boarding schools**. This sequence of courses may be started during either the sophomore or junior years and will culminate with an internship at a boarding school located in either the East or the Midwest.

‡Part-time Teaching, 1992-93.

Those students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to a certification program.

All certificate candidates will complete a minimum of 125 clock hours of classroom experience with children prior to their student teaching. While many of these hours are accumulated during regular education classes, a variety of internships are also available.

Students who wish to study American education, but do not intend to teach, may elect to take education courses without applying for entry into a program.

The department elects students to Kappa Phi Kappa, national honor society in education.

Admission Procedures for Illinois State Teacher Certification Programs at Lake Forest College

Sequence of Eight Steps leading to Teacher Certification—
Elementary (K-9) or High School (6-12).

1. *Education Major.* Students who are interested in pursuing a career in teaching or in exploring such a possibility, may declare their interest by becoming majors in Education following their admission to Lake Forest College. Declaration of an Education major, however, does not guarantee that the student will meet the rigorous standards required for certification.
2. *Education 210.* The candidates must receive a grade of "B-" or better in the course. Students who do not meet this requirement must then take two additional courses—Education 220, 222 or 270 and Education 318—in order to achieve a grade point of at least 2.75 among the three courses.
3. *Basis Skills Requirement.* Before requesting admission into a certification program, students must successfully complete at least one course in mathematics, one course in writing and one course in literature with a grade of "C" or better.
4. *Acceptance for Certification Candidacy.* Students who receive a grade of "B-" or better in Education 210—or the combined grade point average of 2.75 in Education 210; Education 220, 222 or 270; and Education 318—and who provide proof that they have successfully completed courses in mathematics, writing and literature, may then request an entrance interview with an Education Department entrance interview committee composed of the Department Chairperson, one other faculty member from the Education Advisory Council and one student who has already been admitted into a certification program. Upon successful completion of this requirement, students will be recognized as certification candidates and their transcripts will be so marked.
5. *Coursework.* (See the Chairperson of the Department for documents that describe coursework requirements of LFC and the State of Illinois for the type of certificate sought.)
6. *Application for student teaching:* Once the student has completed all of the required course work (or shows proof of registration), he or she must then supply to the Education Department Coordinator of Field Experiences the following information:
   a. his or her LFC transcript showing an overall 2.75 GPA in course work completed at Lake Forest;
   b. proof that the student has completed (or has registered to complete) an academic major of at least 32 semester hours;
   c. proof that he or she has completed a minimum of 125 hours of clinical experiences that involve direct contact with children and teachers—usually accomplished in Education 303 or Education 313;
   d. proof that he or she has passed the Illinois Certification Test of Basic Skills (information about this test is available from the Education Chairperson);
   e. under extraordinary circumstances and only when a student's GPA is very close to 2.75, the Education Department Chairperson may convene a special committee of the Education Advisory Council in order to hear a student's appeal should that student fail to meet the grade point requirement. By unanimous consent of the special committee, the student then may be permitted to student teach.

*Members of the Education Advisory Council, 1992-93: Ms. Fox (Chairperson), Mr. Carmony, Mr. Dlabay, Ms. Frankel, Mr. Ginnegar, Mr. Hansen, Ms. Singer, Ms. Wallace, Mr. Zilversmit, and 3 student members, Marc Garneau, Ann Gebhardt, Tara Pagone, and Holly Bair (Alternate).

7. *Student Teaching.* Students who meet all the criteria in items 2 through 6 above will be notified that they have been accepted for placement as student teachers. See course descriptions for Education 418 (Elementary) or Education 420 (Secondary). Students must receive credit (a grade of CR) for student teaching in order to be eligible for certification. Students who receive a grade of D or F will not be eligible for certification.
8. *Application for Certification.* In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the necessary form at the Registrar's Office. In order for the College to complete a candidate's application for certification, proof must be supplied that the candidate has passed the Illinois Certification Professional Test either in Elementary Education or in the secondary subject area.

State of Illinois—Standard Elementary Certificate (K-9)
(Approved by the Illinois State Teacher Certification Board)

I. General Education Courses	
A. Communication Skills	
1. Oral	1 course
2. Written	2 courses
B. Biological and Physical Sciences	3 courses
C. Social Sciences	3 courses
D. Humanities	4 courses
E. Mathematics	2 courses
F. Academic major	minimum of 8 courses
II. Professional Education Courses	
A. 210: Observing the Schooling Process	1 course
B. 220: Philosophy of Education OR	
222: Social Foundations of Education OR	
270: Education in American Society & Thought	1 course
C. 303: Seminar & Fieldwork in Elementary Reading Methods	1 course
D. 312: Art Education	½ course
E. 314: Health Education	1 course
F. 318: Psychology Applied to Education	1 course
G. 417: Teaching Elementary Grades: Methods and Materials	1 course
H. 418: Student Teaching & Seminar/Elementary	3 courses

State of Illinois—Standard Secondary Certification (6-12)
(Approved by the Illinois State Teacher Certification Board)

I. General Education Courses	
A. Communication Skills	
1. Oral	1 course
2. Written	2 courses
B. Biological and Physical Sciences	3 courses
C. Social Sciences	3 courses
D. Humanities	4 courses
E. Mathematics	1 course
II. Academic major**	minimum of 8 courses
English, French, German, Spanish, mathematics, natural science (biology, chemistry, or physics), social studies (American studies, history, or politics)	
III. Professional Education Courses	
A. 210: Observing the Schooling Process	1 course
B. 220: Philosophy of Education OR	
222: Social Foundations of Education OR	
270: Education in American Society & Thought	1 course

**See Education Chairperson for details of these requirements.

C. 313: Seminar & Fieldwork for Reading in the Content Areas — 1 course
D. 314: Health Education — 1 course
E. 318: Psychology Applied to Education — 1 course
F. 419: Curriculum Design and Instructional Methods for Middle School/Junior High and High School Teachers — 1 course
G. 420: Student Teaching & Seminar/Secondary — 3 courses
Approved Linguistics Course (Required for English or Foreign language certification — 1 course

The Independent Boarding School Teacher Education Program

The Boarding School Teacher Education program at Lake Forest is a combination of courses which have been selected to help prepare people who wish to embark upon a career as teachers in the independent boarding school environment. The following courses are required for this program:

A. 210: Observing the Schooling Process — 1 course
B. 220: Philosophy of Education OR
222: Social Foundations of Education OR
225: Teaching Adolescent Students OR
270: Education in American Society and Thought OR
318: Psychology Applied to Education — 2 courses
C. 419: Curriculum Design and Instructional Methods for Middle School/Junior High and High School Teachers — 1 course
D. 411: Advanced Field Work — 2 courses

210 OBSERVING THE SCHOOLING PROCESS FS Ms. Wilcox

An introduction to the teaching-learning process from pre-school through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus upon developing competencies in educational library research and writing skills. (Cross-listed as Writing on Special Topics 210.)

215 ORAL COMMUNICATION: THEORY AND PRACTICE S Ms. Wilcox

This course applies communication theory to real-life situations through the examination of the communication process for the purpose of understanding and improving the sending and receiving of messages. Emphasis is on practicing methods and strategies toward more effective communication in one-to-one situations, in classrooms, and in the community.

220 PHILOSOPHY OF EDUCATION

Survey of theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Also listed as Philosophy 220. Not offered in 1992-93.)

222 SOCIAL FOUNDATIONS OF EDUCATION

A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-sociological changes and changes in educational practice. Schools are examined as institutions which influence the social as well as academic development of American youth. (Identical to Sociology/Anthropology 222. Not offered in 1992-93.)

225 TEACHING ADOLESCENT STUDENTS

Emphasizes the importance of developing special skills, competencies, and understandings for teaching middle school and high school students. Prerequisite: Education 210 or any Psychology or Sociology and Anthropology course. (Not offered in 1992-93.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT S Mr. Zilversmit

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Also listed as History 270.)

303 SEMINAR AND FIELDWORK IN ELEMENTARY READING METHODS F Ms. Fox

Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Alternative approaches to reading and language arts instruction including teaching students with exceptional needs. This course includes a major fieldwork component, involving both observation and teaching in an elementary school, as well as weekly seminars.

311, 411 ADVANCED FIELDWORK FS Ms. Fox

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

*****312 ART EDUCATION F½** Ms.Singer

The media and methods of teaching elementary school art. Required only for elementary certification. One half course.

313 SEMINAR AND FIELDWORK FOR READING IN THE CONTENT AREAS F Ms. Wilcox

Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning theories and models to the teaching of language and reading in the context areas, including teaching exceptional students. This course includes a major fieldwork component involving both observation and teaching in a secondary school as well as weekly seminar meetings.

314 HEALTH EDUCATION S Staff

Emphasis upon the relationship between education and physical, emotional, and moral growth and development from childhood through adolescence. Topics stressed include approaches to establishing a positive and healthy classroom environment; issues related to teaching exceptional students, including the learning disabled; and to teaching in multicultural settings; and methods of teaching about sex, drugs, alcohol, and other health-related issues. Required for both elementary and secondary certification candidates. Intended primarily for juniors and seniors who plan to complete certification. Open to others with permission of the instructor.

318 PSYCHOLOGY APPLIED TO EDUCATION S Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. (Identical to Psychology 318.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

325 SEMINAR IN TEACHING AND LEARNING THROUGH THE ARTS

Through reading, discussion, and hands-on experience, students will learn about the artistic process as a fundamental mode of inquiry and problem-solving. Students will then examine ways in which the artistic process—as a complement to the scientific, mathematical, and historical process—can be integrated more systematically into the mainstream of elementary and secondary education. Seminar will include lecture/demonstration by artist-teacher in drama, music, and studio art. Prerequisite: Education 312 or permission of instructor. (Not offered in 1992-93.)

330 GUIDANCE SKILLS FOR CLASSROOM TEACHERS

A learning experience in the development of practical skills, such as values clarification, and group and individual counseling techniques. The focus is on fostering human relations in the classroom. (Not offered in 1992-93.)

415 SPECIAL STUDIES IN EDUCATION FS Ms. Fox

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Juniors and Seniors.

***This course required for elementary certification does not carry graduation credit, but will be given recorded credit on the student's academic record and may be taken in addition to the regular course load. No tuition fee for this course is charged to full-time students paying the comprehensive tuition for the semester.

417 TEACHING ELEMENTARY GRADES: METHODS AND MATERIALS F
Ms. Fox

Taken prior to student teaching. Stresses practical skills of classroom teaching, including teaching elementary students with special needs. Prerequisite: Education 210; 220, 222, or 270; 303; and 314 or permission of the instructor.

418 STUDENT TEACHING/ELEMENTARY SEMINAR S Ms. Fox

Full day supervised teaching for 14 weeks in cooperating school. Triple course credit. Permission of Education Department required. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 417 (with a grade of "C" or better).

419 CURRICULUM DESIGN AND INSTRUCTIONAL METHODS FOR MIDDLE SCHOOL/JUNIOR HIGH AND HIGH SCHOOL TEACHERS F
Ms. Wilcox

Stresses the practical use of educational theory in the classroom by focusing on lesson and course planning, evaluation, management, and the teaching of students with special needs. Also explores the American high school and middle school today. Prerequisites: Education 210; 220, 222 or 270; 313; and 314 or permission of instructor.

420 STUDENT TEACHING/SECONDARY SEMINAR S Ms. Fox, Ms. Wilcox

Full day supervised teaching 14 weeks in cooperating school. Triple course credit. Permission of Education Department required. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 419 (with a grade of "C" or better).

ENGLISH

#Professor Rosemary E. Cowler: English literature. Late Renaissance and Eighteenth-Century.
Professor Richard Mallette (Chairperson): English literature. The Renaissance.
Associate Professor Robert M. Greenfield: Comparative literature. Modern literature.
Associate Professor Diane M. Ross: English literature. Medieval and Renaissance literature.
Associate Professor Benjamin Goluboff: American literature.
Associate Professor Judith Eilene Brown Harmon: American literature. African American literature.
Assistant Professor Philip Simmons: American literature. Writing fiction.
Instructor Timothy Muskat: English literature. Writing Poetry.
§Lecturer Alan Devenish: Composition.
‡Lecturer Jacqueline Perret: Composition. Writing fiction.
‡Lecturer Ted Schaefer: Composition. Expository Writing.

#Director of the M/LS Program. Sabbatical Leave of Absence, Spring, 1993.
§Director of the Writing Center and Part-time Teaching, 1992-93.
‡Part-time Teaching, 1992-93

The Department of English offers courses central to liberal arts education, not only for English majors but also for other students who wish to enrich their understanding of literature and language and to develop their skills as readers and writers. These are skills essential to leading constructive and imaginative lives. They also provide attractive preparations for careers in law, teaching, publishing, advertising, communications, business—for any kind of work that requires the ability to read, write, and think well. The department provides, therefore, a range of courses for all students in the College. Writing courses include English 100, 230, 240, 241, 242 (some writing courses require the submission of a writing sample to the instructor). Literature courses designed for freshmen include English 150, 175 (designed for prospective majors), 199, and many 200 level courses. With the exception of 100 and Freshman Studies, all English courses are open to upperclass students of all majors.

The department has designed a curriculum for English majors that reflects our commitment to the study of literature as well as writing. Hence we offer majors two programs to choose from for a concentration: a literature track or a writing track. Both are grounded in a study of literary tradition. English majors learn how to read and interpret complex texts, how to relate one text to another and to a tradition, how to read texts within historical and multicultural contexts. All English majors, then, are encouraged to take courses that teach them to read and write about literature. The traditions that comprise this study are diverse and inclusive. And so we offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, minority literatures, gender issues—to name a few. Those majors who choose the writing track select their courses from a variety as well; they elect to focus on either imaginative or expository writing.

After choosing either a literature track or a writing track, students continue to diversify and deepen their study in advanced courses appropriate to the track. For students beginning the major in Fall 1990 and afterwards, requirements are as follows:

Literature Track Requirements

A. Classics of Literature Sequence (to be taken in chronological order)
   199 Masterpieces of Ancient and Medieval Literature
   200 English Literature I
   201 English Literature II
B. Two period courses from 300, 301, 302, 303, 304, 305, 306, 400
C. One course from 203, 204, 207, 220, or a third course listed under B
D. 450 Theory of Literature
E. At least two electives to complete a *nine* course minimum for the major.

Writing Track Requirements

A. Classics of Literature Sequence (to be taken in chronological order)
   199 Masterpieces of Ancient and Medieval Literature
   200 English Literature I
   201 English Literature II
B. One course in American literature from 203, 204, 205
C. The Writing Courses
   For Imaginative Writers: 240 or 241 or 242; then 340 and 440
   For Expository Writers: 230, 330, 440
D. At least two electives to complete a *nine* course minimum for the major.

Once the student has declared a major he or she will consult with an advisor in the department and work out an appropriate program of study. Majors in the literature track who plan to do graduate work in literary studies should, upon consultation with their advisors, orient their programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

N.B. All students beginning the major in Fall 1990 or after must attain a 2.33 grade point average in the required Classics of Literature Sequence to be eligible to continue the major. Those special studies courses, the topics of which vary from year to year (223, 224, 326, 350, and 400), may be taken more than once, but majors may count them only once toward the nine course minimum for the major.

100 ENGLISH COMPOSITION FS Staff

Designed for freshmen and other students (upon consultation with the Director of the Writing Center) to achieve effective expository and argumentative prose. Frequent papers will develop basic writing and research skills. (Does not apply toward the major. Not open to upperclassmen.)

101 WRITING CENTER TUTORIAL FS

To improve expository writing skills, students will meet individually with the Director of the Writing Center each week for two semesters; one course credit to be granted upon completion of the second consecutive term. Assignments will vary with individual needs. (Does not apply toward the major.)

110-5 UNDERSTANDING LITERATURE: SHORT STORIES, POEMS, PLAYS F Mr. Mallette

Intended to teach students how to become sophisticated readers of imaginative literature. We will read a variety of stories, poems, and plays, learning how to analyze and interpret texts from multiple perspectives in order to read critically and passionately. (Cross-listed as Comparative Literature 107 and Freshman Studies 110-7.)

110-6 WOMEN'S VOICES IN LITERATURE F Ms. Harmon

The discovery and analysis of themes and approaches in literature written by women. This course will focus on several assigned novels and some recommended readings. Selections will reflect a variety of experiences in England, the United States and Africa. (Cross-listed as Comparative Literature 105 and as Freshman Studies 110-6.)

150 CONTEMPORARY LITERATURE FS Staff

A variety of writings from mid-twentieth century to the present; selections drawn not only from mainstream English and American authors but also from literature by minorities and foreign writers. (Cross-listed as Comparative Literature 150.)

175 INTRODUCTION TO LITERARY STUDIES FS Staff

Designed to introduce prospective majors in English studies. Primarily for freshmen but also for others who wish to acquire useful skills as readers and writers by developing critical abilities in studying literature. (Does not apply toward the major.)

199 MASTERPIECES OF ANCIENT AND MEDIEVAL LITERATURE FS Ms. Cowler, Ms. Ross, Mr. Goluboff

The origins of Western literary tradition traced through such classic figures as Homer, Virgil, and Dante. A survey of major English literary texts, culminating in Chaucer. (Cross-listed as Comparative Literature 199.)

200 ENGLISH LITERATURE I: THE RENAISSANCE AND EIGHTEENTH CENTURY FS Ms. Cowler, Mr. Mallette

The continuation of the Classics of Literature Sequence, focusing on such major figures as Shakespeare, Milton, Swift, and Pope, seen against the developments and traditions of the two periods. (Cross-listed as Comparative Literature 220.)

201 ENGLISH LITERATURE II: THE NINETEENTH AND EARLY TWENTIETH CENTURIES FS Mr. Mallette, Mr. Greenfield

The third in the Classics of Literature Sequence, from the Romantics through Modernism, seen against the developments and traditions of the last two centuries. (Cross-listed as Comparative Literature 201.)

203 AMERICAN LITERATURE I: EARLY AMERICAN LITERARY CULTURE

The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics. (Not offered in 1992-93.)

204 AMERICAN LITERATURE II: STUDIES IN 19TH-CENTURY AMERICAN LITERATURE FS Mr. Goluboff

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Twain.

205 AMERICAN LITERATURE III: STUDIES IN 20TH-CENTURY AMERICAN LITERATURE FS Mr. Simmons, Ms. Harmon

Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, Dos Passos.

207 EUROPEAN CLASSICS OF THE RENAISSANCE AND ENLIGHTENMENT

Study of such major figures as Montaigne, Cervantes, Shakespeare, Milton, Racine, Molière, and Voltaire. (Not offered in 1992-93.)

208 EUROPEAN CLASSICS OF THE LATE 18TH AND 19TH CENTURIES

Readings in such major 19th century and early "modern" authors as Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Ibsen and Mann. (Cross-listed as Comparative Literature 208. Not offered in 1992-93.)

215 MYTH AND LITERATURE

An examination of the ways in which literature derives from, alters, and creates myth. Readings drawn from the Bible, classical mythology, Arthurian legend, medieval and modern literature. (Cross-listed as Comparative Literature 215. Not offered in 1992-93.)

216 AFRICAN AMERICAN LITERATURE F
Ms. Harmon

An examination of the tradition from slave narrative to contemporary novels and poetry—including such writers as Douglass, Johnson, Hughes, Hurston, Ellison, Hayden, Dove, and Walker.

217 INTRODUCTION TO AMERICAN STUDIES: THE JEWISH EXPERIENCE IN AMERICA

The experience of Jews in America from colonial times to the present with emphasis upon the contribution of Jews to American culture, especially through literature, since the great waves of immigration from Eastern Europe in the late nineteenth century. Assimilation, anti-Semitism, rise of the Jewish-American novel, role of Jews in law and politics, responses to the Holocaust, and to Israel. (Cross-listed as American Studies 217. Not offered in 1992-93.)

220 SHAKESPEARE S Mr. Mallette

Selected plays to show Shakespeare's artistic development; intensive analysis of one or two major plays.

222 INTRODUCTION TO FOLKLORE S
Mr. Greenfield

An introduction to various kinds of folklore—fables, riddles, tall stories, fairy tales, trickster tales, legends, folk songs, superstitions and magic formulas—and an exploration of present-day literary and popular use of folklore. (Cross-listed as Comparative Literature 222.)

223 LITERARY TYPES AND TRADITIONS: MINORITY LITERATURE S
Ms. Harmon

An examination of literary works by African Americans, Native Americans, Hispanic Americans, Asian Americans, and other minority writers such as gays and blue-collar workers. (Cross-listed as Comparative Literature 223.)

224 SPECIAL STUDIES

Intensive analysis of the works of one, two or three important literary figures or the detailed study of a single major work. (Not offered in 1992-93.)

225 WOMEN AND LITERATURE S
Ms. Ross

A study of how gender has affected the production and reception of literature. Emphasis on women writing in English between 1800 and the present. Attention paid to the representation of women in writings by men. Writers covered may include Austen, Bronte, Dickinson, Woolf, Plath and more recent authors.

228 INTRODUCTION TO FILM STUDIES

A study of the translation of certain classic literature into film. Can a great novel become a great film? What are the technical advantages and limitations of each genre, and how do they influence the decision of artists working across the media? Method: reading the novels and watching the films. (Cross-listed as Comparative Literature 228. Not offered in 1992-93.)

230 NONFICTION WRITING FS
Mr. Schaefer, Ms. Perret

The practice of writing nonfiction for various audiences. Students write essays, book reviews, argumentative papers, and investigative/feature articles. Emphasis on organizational strategies, tone, and clarity of prose, as well as structure of the language. The class includes lectures, group discussion, and workshop. Intended for sophomores and other students who have had at least one other English course. Open to others by permission of instructor.

240 CREATIVE WRITING—FICTION F
Mr. Simmons

A beginning course in the craft of the short story. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample.

241 CREATIVE WRITING—POETRY S
Mr. Muskat

A beginning course in the craft of poetry. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample.

242 CREATIVE WRITING—PLAYWRITING AND SCREENPLAY WRITING S
Ms. Mason

A beginning course in the craft of dramatic writing. Problems of writing for screen and stage will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as Theatre 242.)

300 MEDIEVAL STUDIES: THE CHAUCERIAN AND AUTHURIAN TRADITIONS S Ms. Ross

This course will consider two overlapping traditions of medieval narrative: The courtly romance culminating in Malory's *Le Morte D'Arthur*, and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from Boccaccio, Chrétien de Troyes, and *The Romance of the Rose*. Prerequisite: English 200. (Cross-listed as Comparative Literature 300.)

301 THE RENAISSANCE: AGE OF EXPERIMENT F Mr. Ross

A study of Renaissance literary art in prose, poetry, and drama, culminating in the great Elizabethans.

302 JOHN DONNE AND HIS CONTEMPORARIES

Literature of the earlier 17th century with close study of works by Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition. (Not offered in 1992-93.)

303 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE

Principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1992-93.)

304 THE ROMANTIC PERIOD F
Mr. Muskat

Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era.

305 VICTORIAN LITERATURE

Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself. (Not offered in 1992-93.)

306 THE ENGLISH NOVEL

Development of the novel; representative works by major figures from Defoe through Conrad. (Not offered in 1992-93.)

320 MODERN DRAMA

Innovative trends in theater of the 20th century; Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Dürrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others. (Cross-listed as Comparative Literature 320. Not offered in 1992-93.)

321 MODERN FICTION F Mr. Greenfield

An exploration of modern fiction as it has developed in the late 19th and 20th centuries—including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. (Cross-listed as Comparative Literature 321.)

322 MODERN POETRY

Major figures in English and American poetry of this century. (Not offered in 1992-93.)

326 INTERDISCIPLINARY STUDIES; POSTMODERNISM

A study of postmodernism as an international literary movement and also as a means of understanding contemporary culture. The course will focus on novels of the 1960s to 1980s by American, Latin American, and European writers. Critical and theoretical texts will situate postmodernism within the development of "post-industrial" consumer culture, and allow us to compare postmodernist fiction with related developments in architecture, the visual arts, performance, music, film, television, and advertising. (Cross-listed as Comparative Literature 326. Not offered in 1992-93.)

328 SPECIAL TOPICS IN FILM

A study of the evolving Hollywood studio system with particular emphasis on the contemporary scene. Films illustrative of themes and changes in historical direction will be shown and discussed. No previous film course background required. (Not offered in 1992-93.)

330 ADVANCED NONFICTION WRITING F
Mr. Goluboff

Emphasis on writing the personal essay and other kinds of creative nonfiction, e.g. film re-

views, travel and descriptive writing. Students will complete at least one *lengthy* writing project of their own devising. Workshop, group discussion, and conferences. Prerequisite: English 230.

340 WRITING WORKSHOP F
Mr. Muskat

An intermediate creative writing course for skilled and experienced students who want increased proficiency. Prerequisite: English 240 or 241 or 242.

341 ADVANCED WRITING WORKSHOP

A second intermediate creative writing course for students with considerable skill and experience who want further practice and proficiency. Prerequisite: English 340. (Not offered in 1992-93.)

350 JUNIOR COLLOQUIUM: WILLIAM FAULKNER, VLADIMIR NABOKOV, TONI MORRISON S Mr. Simmons

Important novels by three twentieth-century American novelists. A study of modernist and postmodernist innovations in narrative form.

351 JUNIOR COLLOQUIUM: WOMEN'S LITERARY PERSPECTIVES F
Ms. Harmon

Novels by English and American women who come from a range of social, economic and ethnic experiences. Special emphasis on close reading and theoretical analyses.

400 MAJOR BRITISH AND AMERICAN AUTHORS: HERMAN MELVILLE S
Mr. Goluboff

An advanced seminar examining Melville's fiction and poetry in the context of nineteenth-century American culture. Readings will include *Typee, Moby Dick, Israel Potter*, and "Battle Pieces." Prerequisites: English 204 and significant progress in the Classics of Literature Sequence.

401 MAJOR BRITISH AND AMERICAN AUTHORS: JOHN MILTON

An intensive study of poetry of Milton, with extended attention to *Paradise Lost*. Emphasis upon the classical and Judeo-Christian context of Renaissance culture. (Not offered in 1992-93.)

440 ADVANCED WRITING SEMINAR/TUTORIAL S
Mr. Simmons

An advanced course in which students complete their Senior Writing Projects by revising and polishing their previous creative and expository writing. Group discussion and individual conferences. Prerequisite: English 230 (old 243) or 340.

450 THEORY OF LITERATURE F
Mr. Simmons

Important critical modes and approaches to literature; an integrating experience for the senior major. (Cross-listed as Comparative Literature 400.)

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FOREIGN LANGUAGES AND LITERATURES

Professor Pack Carnes: Japanese Language, Literature, and Culture. Folklore Literature in Translation. German Language, Literature and Culture.
Professor Jean-Luc Garneau (Chairperson): Linguistics. Littrature Qubcoise. French literature of the 20th century. Translation.
†††Associate Professor David George: Spanish Language. Latin American Literature. Portuguese Language. Theatre.
Associate Professor Clayton Gray, Jr.: German language. Medieval, Nineteenth and Twentieth century German literature. Dutch language and literature. Comparative literature. Russian Language.
§Associate Professor George L. Speros: Spanish language. Peninsular Spanish literature and history. Contemporary Spanish politics.
Assistant Professor Cynthia T. Hahn: French language. Francophone literature of Quebec, Acadia, Africa, and the Caribbean. French literature of the nineteenth and twentieth acenturies.
Assistant Professor C. Richard Fisher: Goethezeit. Modern German literature. Literary genres. Epic literature. Comparative studies.
Assistant Professor Margaret Helen Sinclair: Romance Linguistics. History of French. Language Pedagogy.
Assistant Professor Carol E. Thickstun: Twentieth century Latin American Narrative. Film. Literary Theory.
‡Lecturer Keiko Anno: Japanese Language.

§Associate Oean of the Faculty and Coordinator of International Studies
‡Part-time Teaching, 1992-93.
†††Sabbatical Leave of Absence, Spring. 1993

The Department of Foreign Languages and Literatures offers course work in French, German, Japanese, and Spanish, as well as occasional courses in Russian and Portuguese. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. It is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French, German, Japanese and Spanish literature in translation and are cross listed under "Comparative Literature." Courses in linguistics and civilization are available in English. Advanced students may participate in the internships offered in the three major languages.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one semester at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the first semester course at the intermediate level.

The Language Laboratory located in the Donnelley Library includes a computerized audio-tape system and individual sound and video stations. Among the audio-visual materials available are foreign-language films, beginning, intermediate, and advanced language tapes, and recorded music, drama, and poetry.

There is on campus an active chapter of Phi Sigma Iota, the Foreign Languages Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Foreign Languages.

A major may be obtained in French, German or Spanish. The specific requirements for each language are listed below.

The requirements for the teacher certification are the same as those for the major.*

A student must receive a "C" or better in 212 or 220, or have the permission of the instructor in order to take courses numbered 300 or above.

A French Civilization Sequence is also offered. For a complete description of it refer to the section of the Bulletin on Interdisciplinary Majors and Sequences, Page 59.

The success of the domestic internship program led to the establishment of the LFC International Internship/Study Abroad Programs in Madrid and Paris. Please see pages 16 and 17 for details.

Minimum Requirements

FRENCH

Students majoring in French are required to take a minimum of eight courses in French, one on the 200 level, and seven on the 300/400 level. Majors have the option of replacing two courses with a selection from the linguistics program, Foreign Civilization 300 or 400 or French literature in translation.

GERMAN

Students who major in German are required to take a minimum of eight courses in German, one on the 200 level, and seven on the 300/400 level. Majors have the option of replacing two courses with a selection from the linguistics program, Foreign Civilization 201, or German literature in translation.

SPANISH

Students majoring in Spanish are required to take a minimum of eight courses in Spanish, one on the 200 level, and seven on the 300/400 level. Majors may have the option of replacing two 300/400 level courses with two of the following selections: any course from the linguistics program; Foreign Civilization 202, 280, 410; Literature in Translation 202, 209, 210.

*For professional and general education requirements, please refer to section on Department of Education.

Foreign Civilization

109 COMMON ANCESTRY: THE EVOLUTION OF EUROPE'S LANGUAGES F Ms. Sinclair

Once upon a time almost all of the languages of Modern Europe—English, German, French, Greek, Russian, etc.—were a single language family. How did they come to be so different today? Factors such as historical events and social change have played a considerable role, but the very nature of language itself is to change. We will look at some basic principles of linguistics, consider in broad outline the history of Europe, and call on the experiences of New World immigrants, to examine and help illustrate how languages evolve. No knowledge of any foreign language is necessary. (Cross-listed as Freshman Studies 109.)

201 THE GERMAN-SPEAKING WORLD

The culture, life and letters of FRG and GDR, Austria, and Switzerland, in the context of the geography and history of Central Europe. Taught in English, with reading selections, films, and other visual materials. No prerequisite in German, but students who know some German will be able to work with bilingual materials. (Not offered in 1992-93.)

202 THE LATIN AMERICAN WORLD

Taught in English. A study of Latin American societies from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. (Not offered in 1992-93.)

250 THE VOYAGE OF COLUMBUS F Mr. George

This course will examine the historical consequences of the voyage of Columbus to the Americas. Focus will be on the ancient pre-columbian Indian Civilizations (Aztec, Maya, Inca) and on the New-World civilizations put into place by the Spanish and Portuguese. We will study developments in Spain and Portugal that led to the Age of Discovery. Finally, we will survey the controversy surrounding the quincentennial celebrations of the voyage of Columbus. Readings will include selections from the writings of Columbus and other explorers, literature of the conquest of the Americas, the historical record of the Indian civilizations, and articles on the controversy surrounding the quincentennial celebration. Other materials will include films and documentaries.

280 LITERATURE AND ECONOMIC CHANGE IN LATIN AMERICA

This course will consider Latin American experience through literary and economic perspectives. Literary texts will be studied for their aesthetic values and as guides for understanding the historical dimensions of Latin America and its current socio-economic structure. The course will cover a broad geographical area including Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, and Peru. (Cross-listed as Economics 280. Not offered in 1992-93.)

300 FRANCE AND THE FRENCH WORLD F Ms. Hahn

This colloquium will be team taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics and society in France and in the French-speaking world. Prerequisite: junior standing. Topic for 1992-93: The Francophone World in Transition.

400 SEMINAR ON FRENCH SOCIETY AND CULTURE

This course will combine classroom study with visits to cultural, political, educational and economic institutions. It will be organized along thematic lines to deal with such topics as the following: The French Political Tradition, Education in Modern France, the French economy in the EEC, Religion in France, the Parisian Metropolis. (Offered only in Paris.)

410 SEMINAR ON SPANISH CULTURE

This seminar covers the development of the culture of Spain from its origins to the present day, focusing on its civilization, history, and arts and letters. Selected readings, visits to Madrid's various cultural institutions, and excursions to environs. Taught in Spanish. (Offered only in Madrid.)

French

110, 112 BEGINNING FRENCH I, II FS
Ms. Sinclair

110 is designed to develop the student's ability to listen to, speak, read and write basic controlled patterns of the French language. 112 is a continuation of 110 and culminates in readings, class discussions and free composition to provide facility with the spoken and written language and insight into its structure.

210 INTERMEDIATE FRENCH F
Mr. Garneau

A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with readings, exercises and drills, with a view to preparing the student for more sophisticated courses in language and literature. Classroom work supplemented by laboratory exercises. The equivalent of one year of college French is a prerequisite.

212 ADVANCED INTERMEDIATE FRENCH FS Ms. Hahn, Mr. Garneau

Practice in reading contemporary fiction and expository prose, to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, vocabulary building and lab exercises. Prerequisite: French 210.

220 CONVERSATION AND COMPOSITION S Mr. Garneau

Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, exchange of ideas. Sketches, exposes, dialogues and discussions will constitute the bulk of classroom activities.

300 INTRODUCTION TO ANALYSIS OF FRENCH TEXTS F Ms. Hahn

The purpose of this course is to prepare the student for serious reading and analysis of literary texts in French. The course will be an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts will be chosen from among the three major literary genres: poetry, novel, drama. All lectures, discussion, and assignments are in French. Prerequisite to all literature courses.

301 MEDIEVAL TO ROMANTIC F
Mr. Garneau

A topical survey of major French writers and literary movements from the medieval to the romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau.

302 MODERN PERIOD

A study of the literary movements and figures which have characterized the 19th and 20th centuries, an age of individualism, industrialism and the Great Wars, with a special emphasis on particular themes or problems. (Not offered in 1992-93.)

305 INTRODUCTION TO FRENCH CULTURE S Ms. Sinclair

Study of the language through an introduction to the wealth and diversity of the cultures of the French speaking world. The course aims at familiarizing the student with the culture, life, and letters of selected French speaking cultures all the while enriching his/her understanding of the language. Materials will be drawn from fictional literature, essay, history, politics, the geography, the visual arts and music. Prerequisite: French 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305.

310 TOPICS IN LINGUISTICS

This course will cover such topics as: phonetics, morphology, syntax, lexicology and semantics. It will be an introduction to these systems in their application to the French language. Offered as required. Prerequisite: French 212 or 220. (Not offered in 1992-93.)

311 GRAMMAR, SYNTAX AND STYLE S
Ms. Sinclair

Study of sentence structure prepares the student for graded writing exercises and free composition. Complete review of grammar. Translation of excerpts from accomplished English authors encourages students to develop appropriateness in their choice of words, and sense of style. Prerequisite: French 212 or 220.

312 ORAL PROFICIENCY S Ms. Hahn

Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms will be taught in a conversational context. Students will familiarize themselves with the expressive gestures used by the French and the colloquial expressions which accompany them. Prerequisite: French 212.

315 TECHNICAL TRANSLATION S
Ms. Hahn

An introduction to the theories of translation. Students will familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics and philosophy. Prerequisite: French 311.

320 FRENCH FOR INTERNATIONAL AFFAIRS S Ms. Sinclair

An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written French of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: French 311.

340 ADVANCED FRENCH FOR INTERNATIONAL AFFAIRS

An intensive conversation, composition and vocabulary building course. Offered in Paris for the students participating in our International Internship Program. After the first four weeks, the course will concentrate on problems of communication students encounter on the job. Prerequisite: French 320. (Offered only in Paris.)

350 FRENCH THEATRE

A close reading and discussion of several plays designed to give the student a clear sense of the development and the richness of French theatre. Emphasis is placed on literary history, aesthetics, and special questions in dramatic theory. May be repeated for credit. (Not offered in 1992-93.)

355 PLAY PRODUCTION IN FRENCH

The course will be the staging of a play in French. No theatrical experience of any kind is necessary to participate. The course consists of intensive practice in French diction, rehearsals to create group unity and confidence, readings in French and/or quebecois drama, and the staging of a play at the end of the semester. The course provides intensive practice in all phases of spoken French and insights into the literature and culture of the French-speaking world. Prerequisite: any 300 or 400 level French course. (Not offered in 1992-93.)

360 FRENCH NOVEL S Ms. Hahn

Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected for their value as turning points in the understanding of the art of prose fictions and as examples of a particular stage in the development of that art. May be repeated for credit. Prerequisite: French 300. Topic 1992-93: The French Short Story.

370 FRENCH POETRY

An analysis of the work of one or several poets representative of a crucial moment in the history of French poetry. The essentials of French versification are stressed as well as the distinctive character of the various forms within the genre. May be repeated for credit. (Not offered in 1992-93.)

400 SPECIAL STUDIES: INTRODUCTION TO QUÉBEC LITERATURE

This course will provide an overview of the development of Québec literature in French during the twentieth century. Reading selections will include poetry, prose and drama. Literary themes such as provincial independence, the status of the French language and the changing Québec mentality will be addressed. Prerequisite: French 300. (Not offered in 1992-93.)

401 SPECIAL STUDIES: THE ROLE OF WOMEN IN AFRICAN LITERATURE OF FRENCH EXPRESSION

This course will address various roles (social, symbolic, historical) with which the women of Africa have been associated in twentieth century Arab and Black African poetry and prose (in French) by both women and men. Critical texts explaining cultural attitudes and practices will supplement the literature. Prerequisite: French 300. (Not offered in 1992-93.)

410 CREATIVE COMPOSITION AND STYLISTICS

Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. (Not offered in 1992-93.)

415 DIALECTS AND DIALECTOLOGY—PROVENCAL, QUEBECOIS, CREOLE. . .

An introduction to the study of dialects and dialectology. Starting with the knowledge which students have acquired of standard French, they will learn how to read dialectal texts and study the phonological, lexical and syntactic variations. Prerequisite: Linguistics 101. (Not offered in 1992-93.)

430 FRENCH AUTHORS

The work of selected French writers, studied in depth. (Not offered in 1992-93.)

480 SEMINAR

An intensive investigation of a significant literary or linguistic problem. Topics to be announced. (Offered as required.)

490 INTERNSHIP

On-the-spot training in spoken and written French. Students are assigned to such organizations as the French Government Tourist Office, The Alliance Française, the Services Culturels Française or the International Visitors Center, all located in Chicago.

494 SENIOR THESIS

Given for students who wish to graduate with honors. The thesis allows the students to do in-depth research and to develop an original thesis on a topic in French literature, literatures of the French speaking world, civilization or linguistics. (Offered as required.)

German

110, 112 BEGINNING GERMAN I, II FS
Mr. Gray

Intensive training in understanding, speaking, reading and writing of German, combined with an introduction to the culture and current lifestyles of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read fairly sophisticated text passages with accurate comprehension and ease. Lab exercises.

207 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVELLA

In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E.T.A. Hoffman to Günter Grass. (Cross-listed as Literature in Translation 207 and Comparative Literature 212. Not offered in 1992-93.)

210 INTERMEDIATE GERMAN F
Mr. Fisher

Practice in reading contemporary fiction and expository prose, to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or permission of instructor.

212 ADVANCED INTERMEDIATE GERMAN S
Mr. Fisher

Additional practice in reading contemporary fiction and expository prose. More classroom discussions, review of grammar topics as needed.

220 CONVERSATION AND COMPOSITION F
Mr. Gray

Practice in guided and free conversation on a variety of subjects in order to increase the student's competency in the spoken language. Assigned compositions on various subjects in order to hone the student's skills in writing German. Study of idioms and vocabulary of everyday German, supported by selective review of grammar patterns, as needed. Textual and visual resources are provided, including newspapers, magazines, and films.

240 GERMAN LITERATURE IN TRANSLATION: MODERN MASTERS OF GERMAN LITERATURE

The identity crisis of early twentieth century Europe reflected in the works of famous writers in the German Language: Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, Metamorphosis, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussion and papers are in English. May be repeated for credit. (Cross-listed as Comparative Literature/Literature in Translation 203. Not offered in 1992-93.)

250 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVEL S
Mr. Fisher

Development of the German novel; representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as Comparative Literature 213 and Literature in Translation 208.)

303 INTRODUCTION TO GERMAN LITERATURE F
Mr. Fisher

Introduction to literary forms and methods of literary analysis and interpretation of German literature. Reading and discussion of poems from medieval to the present time, origin and development of the German drama, and analysis and interpretation of the German narrative. Major movements, themes and types in German literature of the last three centuries. Course is designed to deepen the understanding of German structure and style. Readings and discussions in German of selected texts will increase fluency and build vocabulary and introduce students to literary criticism in German. Prerequisite: German 212 or consent of instructor. This course or equivalent is a prerequisite for all literature courses in German.

305 CULTURE OF THE GERMAN-SPEAKING COUNTRIES

The culture, life and letters of the Federal Republic of Germany, the German Democratic Republic, Austria, and Switzerland, in the context of the geography and history of Central Europe. Reading selections, musical recordings, films, and other visual materials. (Not offered in 1992-93.)

310 TOPICS IN LINGUISTICS

This course introduces the student to the field of linguistics as it relates to German. It involves historical (diachronic) and descriptive (synchronic) approaches to linguistics; selected topics will include: German morphology; analysis of the formal sound of German based on articulatory and acoustic features; the history of German as it evolved from Indo-European. Materials for a course will consist of, *inter alia*, texts of Old High and Middle High German as well as New High German, including dialects. (Not offered in 1992-93.)

311 ADVANCED GRAMMAR AND TRANSLATION

Study of grammatical structures as preparation for writing in a rather sophisticated style. Methods and techniques of translation and practice in translating from English into German and from German into English. Prerequisite: German 212 or 220 or consent of instructor. (Not offered in 1992-93.)

312 ORAL PROFICIENCY

Intensive practice in directed and free conversation on various subjects that reflect the interest of the participants. Concentrated study of idioms, everyday spoken German and selected grammatical patterns and paradigms needed for oral proficiency. Discussions, debates, dialogues, and sketches constitute essential parts of the course; equally diverse supporting materials will be drawn from newspapers, magazines, films, and tapes. Prerequisite: German 220 or equivalent or consent of instructor. (Not offered in 1992-93.)

315 TECHNICAL TRANSLATION

An introduction to the theories of translation. Students will familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics and philosophy. Prerequisite: German 212 or equivalent. (Not offered in 1992-93.)

320 GERMAN FOR INTERNATIONAL AFFAIRS

An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written German of international affairs. Vocabulary building, practice in conversation and acquisition of expressions and idioms nec-

essary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students whose career goals are economics, business, politics, and international relations. (Not offered in 1992-93.)

330 MODERN GERMAN FILM

A study of the German film after World War II. Course will deal with films (subtitled in English) by such noted film makers as Rainer Werner Fassbinder and Werner Herzog. Readings, lectures and discussions in English. No previous film course is required. Those majoring in German may take the course for credit in German by writing papers in German. (Not offered in 1992-93.)

350 THE MODERN GERMAN THEATRE

Works by leading playwrights in the context of changing styles and trends in stage production, from Naturalism to the present decade: Holz, Hauptmann, Wedekind, Sternheim, Hofmannsthal, Kaiser, Brecht, Durrenmatt, Handke, and others. (Not offered in 1992-93.)

360 GERMAN LITERATURE I: 18TH CENTURY: ENLIGHTENMENT, STORM AND STRESS, CLASSICISM

The first of the three-term sequence in the German tradition, in which such major figures as Lessing, Goethe, and Schiller are studied. (Not offered in 1992-93.)

370 GERMAN LITERATURE II: 19TH CENTURY: ROMANTICISM, REALISM, NATURALISM, IMPRESSIONISM

Further study of the German tradition through the 19th century from the Romantic era to Modernism, including such writers as Heine, Fontane, Hauptmann, and Schnitzler. (Not offered in 1992-93.)

380 GERMAN LITERATURE III: 20TH CENTURY: EXPRESSIONISM TO THE PRESENT

The last of the sequence, focusing on the 20th century with special emphasis on literary development in the Federal Republic of Germany, the Democratic Republic of Germany, Austria and Switzerland. (Not offered in 1992-93.)

400 SPECIAL STUDIES S Mr. Fisher

One author, theme, movement or group of works in German literature studied in depth.

410 CREATIVE COMPOSITION AND STYLISTICS S Mr. Gray

Practice in writing and revision of expository prose. Free composition, stylistic analysis, exercises in translation. The format is flexible and will be adjusted to serve the goals of enrolled students.

415 DIALECTS AND DIALECTOLOGY— LOW GERMAN, BAVARIAN, ALEMANNIC

A study of lexical, phonetic, and syntactical attributes of the dialects of Low and High German, e.g., Bavarian, Alemannic, Frisian, etc. Starting with the knowledge they have acquired of Standard High German, students will learn how to read and analyze texts in various dialects of High and Low German. A cursory examination of other West Germanic languages from the point of view of High German. Prerequisite: Any 300-level class in German. (Not offered in 1992-93.)

480 GERMAN SEMINAR

An intensive investigation of a significant topic in literature, literary criticism, literary theory of linguistics. Topics to be announced. (Offered as required.)

490 INTERNSHIP

On-the-spot training in spoken and written German. Students are assigned to such organizations as the German Government's Tourist Office of the German Chamber of Commerce, all located in Chicago.

494 SENIOR THESIS

Given for students who wish to graduate with honors. The thesis allows the students to do in-depth research and to develop an original thesis on a topic in literatures of the German-speaking world, German, Swiss or Austrian civilization, or linguistics. (Offered as required.)

Japanese

104 JAPANESE: THE LANGUAGE AND CULTURE TODAY F Mr. Hazelton

The primary goal of this course is to begin to break down the two major barriers between us and an adequate understanding of the powerhouse that is modern Japan. The two barriers are the lack of knowledge of the Japanese language and of the Japanese culture. To address the first, we will begin an intensive study of modern Japanese, spoken and written. Students wishing to continue the study of the language will be well prepared to take Japanese 112 in the Spring semester, the standard second-semester course for first year Japanese. To overcome the second barrier we will go beyond the conventional wisdom and stereotypes that too often pass for an understanding of Japan. That country is beginning to experience a crisis of values. The famed Japanese work ethic and spirit of self-sacrifice are being challenged by a society-wide shift to an emphasis on the individual. This can be seen in everything from a growing consumerism to a search for personal fulfillment not based solely on achievement in a hyper-competitive atmosphere. We will read English translations of Japanese materials that give a first-hand glimpse of the cultural background and contemporary life of the modern Japanese citizen (Donald Ritchie's *Geisha, Gangster, Neighbor, Nun* is an example of the kinds of sources we will use). We will visit Chicago area sites such as a Zen meditation center, a Kabuki theater and a mini-mall operated for and catering to the Japanese national working in Chicago, full of Japanese-style shops. We will also invite Japanese nationals and Japanese-Americans to join our class on occasion to enrich our discussion of topics on Japan's contemporary crisis of values. (Cross-listed as Freshman Studies 104.)

110, 112 BEGINNING JAPANESE I, II FS Ms. Anno

An introduction to the forms of spoken Japanese. Most of the fundamental structures are covered in the first two semesters (Japanese 110 and 112), together with writing practice in the *hiragana* syllabary and some basic *kanji*. 112 is a continuation of 110. Lab work is an integral part of the series.

205 MODERN JAPANESE PROSE IN TRANSLATION

This course will deal with modern Japanese prose in all its major forms. The major novels and short stories of Kawabata, Tanizaki, Mishima, Abe, Ibuse, Murakami and others will be read. Some consideration will be given to dramatic forms and setsuwa-like works. Emphasis will be put on literature, but background studies will be used to better place the literature into its context and to describe the relationship of modern Japanese literature to world literature. (Cross-listed as Literature in Translation 205 and Comparative Literature 211. Not offered in 1992-93.)

210 INTERMEDIATE JAPANESE F Mr. Carnes

This course is designed to continue the fundamentals of Japanese conversation begun in the first year series, Japanese 110 and 112, and to continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes meet daily and these class meetings will be supplemented with work in the language laboratory and daily written work. Mechanics include daily attendance and daily written homework to be submitted. There are weekly quizzes, a mid-term and a final, all with both a written and an oral component.

212 ADVANCED INTERMEDIATE JAPANESE S Mr. Carnes

This course continues the fundamentals of the Japanese Language begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis upon reading and writing, with an extensive use of audio and video materials. Mechanics include daily attendance and daily written assignments. There are weekly quizzes, a mid-term and a final, all with both an oral and written component.

220, 222 CONVERSATIONAL JAPANESE I, II FS Ms. Anno

Practice in oral proficiency in group conversational contexts and other exercises in spoken Japanese. Idioms, colloquial and polite forms, and contrasts with the written language will be stressed. Classroom discussions of contemporary texts and practical social situations will be balanced with a review of structures. Prerequisite: Completion of Japanese 210-212 (or current enrollment in that sequence).

225 INTRODUCTION TO JAPANESE FOLKLORE S Mr. Carnes

This course is designed to introduce the student to the folklore, the traditional materials and culture, of Japan. It will cover orally transmitted culture from *densetsu* (legends), *mukashibanashi* (other types of folktales) games, and recreations, practices, ritual behavior, and other overt manifestations of folk belief system—in short the folklore of the nation in selected forms. In addition to the general folklore of Japan, special attention is focused upon a few subjects: for festivals, the Gion Matsuri is studied, games and recreations are highlighted by two children's games, religious practices by a study of the 49th day memorial service for the dead, customary action by the folklore of tea, and the use of folktales in modern-day commercials underlines the traditional folktales of Japan. (Cross-listed as Literature in Translation 225 and as Comparative Literature 225.)

310, 312 ADVANCED JAPANESE I, II FS Mr. Carnes

This course is designed to round off the student's study of the basic structures of Japanese and to provide an intensive beginning toward reading and writing Japanese. Classroom work in structures and drills will be supplemented with language laboratory work and weekly writing assignments. Mechanics also include daily conversational and guided writing practice, *kanji* work and further work on idioms of sexually dimorphic grammar.

320 JAPANESE RELIGION AND CULTURE F Mr. Carnes

This course is designed as an introduction to the main currents of Japanese religion as they intersect with specific features of Japanese culture. Shintō, Buddhism and other religious systems will be studied with special reference to their reflexes, such areas as art, literature, and music on the one hand, and governmental forms, societal movements, kinship relations and the like, on the other. Selected topics include: folk religion and the festival, and the so-called "new Religions" and their impact on modern Japanese society.

Linguistics

101 DESCRIPTIVE LINGUISTICS F Mr. Garneau

Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English.

201 LINGUISTICS AND LITERATURE

A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of Transformational Grammar, Stratificational Grammar and Tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. No prerequisite. Taught in English. (Cross-listed as Comparative Literature 101. Not offered in 1992-93.)

Literature in Translation

(cross-listed under Comparative Literature)

201 FRENCH LITERATURE IN TRANSLATION

A study of selected French authors from various literary movements and periods. Special consideration is given to the aesthetic, historical and ideological importance of these authors and their works. May be repeated for credit. (Not offered in 1992-93.)

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION

"Writing a novel is an act of rebellion against reality, against the gods, against God's creation . . . It is an effort to correct, change or abolish substantial reality and to replace it with the formal reality of the verbal worlds the novelist creates. This will be examined in the works of Carpentier, Cortázar, Fuentes, Garcia Márquez, Vargas Llosa, and other Spanish-American novelists. (Not offered in 1992-93.)

203 MODERN MASTERS OF GERMAN LITERATURE S Mr. Fisher

The identity crisis of early twentieth century Europe reflected in the works of famous writers in the German language: Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, Metamorphosis, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions and papers are in English. May be repeated for credit. ~~Consult chairperson of department before registering.~~ (~~Cross-listed as German 240. Not offered in 1992-93~~)

205 MODERN JAPANESE PROSE IN TRANSLATION

This course will deal with modern Japanese prose in all its major forms. The major novels and short stories of Kawabata, Tanizaki, Mishima, Abe, Ibuse, Murakami and others will be read. Some consideration will be given to dramatic forms and setsuwa-like works. Emphasis will be upon literature, but background studies will be used to better place the literature into its context and to describe the relationship of modern Japanese literature to World literature. (~~Cross-listed as Japanese 205. Not offered in 1992-93.~~)

207 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVELLA

In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E.T.A. Hoffman to Günter Grass. (Cross-listed as German 207. Not offered in 1992-93.)

208 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVEL S Mr. Fisher

Development of the German novel: representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as German 250. Not offered in 1992-93.)

209 BRAZILIAN LITERATURE IN TRANSLATION F Mr. George

A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural context in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials.

210 DON QUIJOTE

This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of *Don Quijote,* such as films and drawings. (~~Cross-listed as Comparative Literature 210. Not offered in 1992-93.~~)

224 THE FORMS OF FOLKLORE

This course is designed to introduce the student to the forms in which folklore, as traditional culture, is found. These forms range from folk speech forms (jokes, anecdotes, legends and the like) through various communal activities (festivals, for example, as an example of a macroform, or a matrix for simpler forms) to the more obvious manifestations of folk belief systems (religion, medicine, customary actions, etc.), and will concentrate upon general theories of traditional behavior and artifacts as well as a few special forms and their relationship to culture in general. The goal here is an introduction to folkloristics and more general culture studies insofar as they deal with traditional materials. The course will provide a solid base from which more complex or specialized folklore studies might be profitably undertaken. (Not offered in 1992-93.)

225 INTRODUCTION TO JAPANESE FOLKLORE S Mr. Carnes

This course is designed to introduce the student to the folklore, the traditional materials and culture, of Japan. It will cover orally transmitted culture from *densetsu* (legends), *mukashibanashi* (other types of folktales) games, and recreations, practices, ritual behavior, and other overt manifestations of folk belief system—in short the folklore of the nation in selected forms. In addition to the general folklore of Japan, special attention is focused upon a few subjects: for festivals, the Gion Matsuri is studied, games and recreations are highlighted by two children's games, religious practices by a study of the 49th day memorial service for the dead, customary action by the folklore of tea, and the use of folktales in modern-day commercials underlines the traditional folktales of Japan. (Cross-listed as Japanese 225 and as Comparative Literature 225.)

Russian

110, 112 BEGINNING RUSSIAN I, II FS Mr. Gray

An introduction to the Cyrillic alphabet, the pronunciation and grammar of Russian. The two-semester sequence will stress the four basic skills: reading, writing, listening and speaking in order to provide the student with a basic command of the language. Laboratory exercises. Russian culture also constitutes a part of the course.

210, 212 INTERMEDIATE RUSSIAN

Mr. Gray

Continuation of the study of the four basic skills begun in first-year Russian. The two-semester sequence includes more extra-textual readings (e.g., newspapers) and there is a greater emphasis placed on extensive conversation and composition. (210 is offered in the fall; 212 is available as a tutorial in the spring.)

Spanish

110, 112 BEGINNING SPANISH I, II FS

Ms. Thickstun

110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series.

210 INTERMEDIATE SPANISH F

Staff

Practice in reading contemporary fiction, expository prose, drama and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level or higher.

212 ADVANCED INTERMEDIATE SPANISH S

Staff

Practice in reading contemporary fiction and expository prose, drama, and poetry, to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisites: Spanish 210 or placement on the 212 level or higher.

220 CONVERSATION AND COMPOSITION

A course designed to afford the student who has completed the intermediate sequence or the exceptional student who wishes to advance at a more rapid pace with additional and intensive practice in conversational and writing skills. The students will be exposed to the contemporary language as it appears in a variety of mediums, from colloquial slang to formal, academic usage, both in written and oral discussions, essays, and creative projects. Prerequisites: Completion of the 110-112 sequence, with permission of the instructor; completion of the 210-212 sequence; or placement on the 212 level or higher, with permission of the instructor. (Not offered in 1992-93.)

300 INTRODUCTION TO ANALYSIS OF HISPANIC TEXTS F

Mr. George

The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from among the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either 300 or 305 before going on to literature or culture courses in the 300/400 range. Prerequisites: 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305.

305 INTRODUCTION TO HISPANIC CULTURE

Study of the language and methods of analysis through an introduction to the richness and diversity of the Hispanic cultures—Latin and North American and Peninsular. The course aims at familiarizing the student with the culture, life, and letters of selected Hispanic cultures, in the conviction that an acquaintance with the cultural contexts in which the language is spoken will enable the student to sharpen his/her language skills and to enrich his/her understanding of the language. Materials will be drawn from a range of disciplines: fictional literature, essay, history, politics, geography, the visual arts, and music. It is strongly recommended that students take either 300 or 305 before going on to literature or culture courses in the 300/400 range. Prerequisites: 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305. (Not offered in 1992-93.)

312 ORAL PROFICIENCY

Intensive practice in directed and free conversation on a wide range of topics reflecting the special interests of the participants. Concentrated study of idioms, the vocabulary of colloquial Spanish, and selected grammar patterns and paradigms needed for oral proficiency. Activities will include drills, discussions, debates, dialogues, and sketches; supporting materials will be equally diverse, drawn from newspapers, magazines, films, and tapes. Prerequisites: Spanish 212 or 220. (Not offered in 1992-93.)

315 TRANSLATION F

Ms. Thickstun

An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of texts dealing with politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. Prerequisites: Spanish 212 or 220.

320 SPANISH FOR INTERNATIONAL AFFAIRS

Staff

An introduction to the specialized vocabulary, styles, and concepts which characterize conversational and written Spanish for international affairs. Attention will be focused on familiarizing the student with current issues and concepts pertaining to such fields as: business, banking, law, insurance, microeconomics, medicine, politics and international relations. Vocabulary building, conversation practice, and acquisition of idioms necessary for trans-cultural contacts will also be stressed. Materials will include current readings drawn from magazines, newspapers, and journals, as well as copies of authentic documents and forms. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisites: Spanish 212 or 220.

330 SURVEY OF PENINSULAR LITERATURE S

Ms. Thickstun

A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion on selections from representative literary texts. Prerequisite: Any 300 or 400 level Spanish course.

335 SURVEY OF LATIN AMERICAN LITERATURE

The development of Latin American letters from the 19th century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays and essays. Prerequisites: Any 300 or 400 level Spanish course. (Not offered in 1992-93.)

340 ADVANCED SPANISH FOR INTERNATIONAL AFFAIRS

This course is designed to complement the students' internship assignments in Spanish national and multinational firms and corporations, government agencies, and cultural institutions. Intensive vocabulary building, composition, conversation practice, and acquisition of expressions and idioms necessary to handle the day-to-day internship assignments. Classroom instruction augmented by practical on-site application. (Offered only in Madrid.)

355 PLAY PRODUCTION IN SPANISH

The course will be the staging of a play in Spanish. No theatrical experience of any kind is necessary to participate. The course consists of intensive rehearsals to create group unity and confidence, readings in Hispanic drama, and the staging of a play at the end of the semester. The play selected for staging may be from Latin American or Spanish drama, or it may be written by the students and the instructor. The course provides intensive practice in all phases of spoken Spanish and insights into the literature and culture of the Hispanic world. The course may be repeated for credit. Prerequisites: any Spanish course from the 300 or 400 level. (Not offered in 1992-93.)

360 PENINSULAR NARRATIVE

Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the 19th and 20th centuries. Prerequisite: Any Spanish course from the 300 or 400 level. (Not offered in 1992-93.)

365 LATIN AMERICAN NARRATIVE S

Staff

The study of representative naturalist, neo-realist, and magic realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, Garcia Márquez, and Vargas Llosa. Prose works will be considered in a socio-historical context. Prerequisites: any Spanish course from the 300 or 400 level.

370 HISPANIC POETRY

The study of master works of Latin American and Peninsular poetry. The student will read, analyze, and compare poems from several periods: Medieval, Golden Age, Romantic, Symbolist, Modernist, Surrealist, and Contemporary. Prerequisites: Any Spanish course from the 300 or 400 level. (Not offered in 1992-93.)

400 SPECIAL STUDIES: AVANTGARDE MOVEMENTS IN SPAIN AND LATIN AMERICA

The study of artistic and literary avantgarde movements (1916-1925) in Hispanic culture. Students will analyze and discuss works by artists such as Picasso, Ribera, Dalí, Kahlo, and Miró, in relation to the texts of writers such as Neruda, Borges, Lorca, Guillén, and Octavio Paz. Both artists and writers will be considered in an international historical context. Prerequisites: any Spanish course from the 300 or 400 level. (Not offered in 1992-93.)

410 CREATIVE WRITING IN SPANISH

Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisites: Any Spanish course from the 300 or 400 level. (Not offered in 1992-93.)

415 PORTUGUESE FOR SPANISH SPEAKERS

Utilizing Spanish as the base language, the course will focus on the Portuguese of Brazil, Latin America's largest and most populous country. The course will provide a foundation in the basic skills of reading, writing, understanding, and speaking Portuguese, and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisites: any 300 or 400 level Spanish course. (Not offered in 1992-93.)

420 PENINSULAR CULTURE AND CIVILIZATION

Intensive study of selected topics on the history, politics, and culture of Peninsular Spanish civilization. Attention will be focused on the development and evolution of Spanish civilization within the greater European context as well as on particular political and social issues in contemporary Spain. Supporting materials will be drawn from a variety of sources: readings in history, politics, and sociology; the visual arts; music; and literature. Prerequisites: Any 300 or 400 level Spanish course. (Not offered in 1992-93.)

425 LATIN AMERICAN CULTURE AND CIVILIZATION

A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisites: Any Spanish course on the 300 or 400 level. (Not offered in 1992-93.)

480 SENIOR SEMINAR

Given in years in which there is a great deal of interest on the part of senior majors. The seminar is an intensive investigation, through discussions, oral presentations, and research papers, of a significant topic in literary theory, literature or culture. Topic to be announced. Prerequisites: Open to senior majors or with permission of instructor. (Offered as required.)

490 INTERNSHIP

On-the-spot training in spoken and written Spanish. Students are assigned to the International Visitors Center located in Chicago.

494 SENIOR THESIS

Given for students who wish to graduate with honors. The thesis allows the students to do in-depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required.)

HISTORY

Professor Michael H. Ebner: Modern American History.
*Professor D. L. LeMahieu: Modern European History.
§Professor David Spadafora: Modern British History.
Professor Arthur Zilversmit: American History.
Associate Professor Steven J. Rosswurm (Chairperson): American History.
Assistant Professor Pericles B. Georges: Ancient and Medieval History.
Assistant Professor Keith D. Hazelton: East Asian History.
†Lecturer Carol Gayle: Modern European History.

History is the collective memory of humankind. It informs us of the intense human struggles which shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia. Both lack identity, purpose and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

History courses at Lake Forest College reflect the diversity of the historical record. The department offers courses in intellectual, cultural, economic, and social history. In addition to a core of courses in East Asian, European, and American history, we offer several courses which explore new subject matter and new techniques of historical inquiry. In one we draw upon the study of mass communication; in another we recapture the past through the study of sport history.

†Part-time Teaching, 1992-93.
§Dean of the Faculty.
*Leave of Absence, 1992-93

The major in history consists of nine course credits. Students must enroll in 5 courses on the 100 or 200 level, at least two of which must be from the following: 110, 200, 201, 204, 208, 210, 211, 221, or 286. Students must also take History 300 in the junior year and at least two other courses on the 300 level. As seniors, students are required to take either History 420 (Senior Seminar) or an independent study research project, such as a senior honors thesis.

110 WORLD CIVILIZATIONS TO 1650 F
Mr. Georges

Origins and development of civilization from 3000 BC to 1650 AD. Emphasis on Western Civilization from its Greek and Roman foundations through the Reformation, also with discussions of China, Japan, and India.

120 FOUNDATIONS OF THE AMERICAN REPUBLIC F Mr. Rosswurm

The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials.

121 MODERN AMERICA S
Mr. Ebner, Mr. Rosswurm

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing.

200 ORIGINS OF EAST ASIA F
Mr. Hazelton

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries.

201 EAST ASIAN CIVILIZATIONS SINCE 1800 S Mr. Hazelton

Study of China, Japan, and Korea as each moved toward modern nationhood over the last two hundred years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions.

204 MEDIEVAL HISTORY

Western European development from the fall of Rome to the Renaissance. Economic, institutional, and intellectual developments in the major kingdoms of the West. (Not offered in 1992-93.)

208 THE RENAISSANCE AND REFORMATION S Mr. Georges

The breakdown of the medieval synthesis. Italian Humanism, the Northern Renaissance, Luther and the destruction of Christian unity, the second generation of Reformation leaders, the voyages of discovery.

210 ANCIENT GREECE F Mr. Georges

Greece from the Trojan War to Alexander the Great, with particular attention to constitutional changes, social history, and cultural developments.

211 ROMAN HISTORY S Mr. Georges

The history of the Roman Republic and Roman Empire, with special attention to political institutions, social structure, and cultural achievements.

212 EUROPE FROM THE OLD REGIME TO THE MODERN ERA F
Ms. Gayle

Political, cultural and economic development of Europe from the age of absolutism to the end of the nineteenth century. The crisis of the old order in the age of Enlightenment and the French Revolution. Industrialization and modernization in the nineteenth century and the emergence of nation states and modern political ideologies.

213 EUROPE IN THE TWENTIETH CENTURY S Ms. Gayle

The collapse and reconstruction of European society, politics and culture from 1890 to the present. Destruction of nineteenth century liberal society through war and revolution. Emergence of conflicting ideologies between the wars, the reconstruction of Europe after the Second World War, and the reassertion of European power in recent decades.

214 HISTORY OF RUSSIA

Survey of the political, social, and intellectual history of Tsarist and Soviet Russia. Emphasis on Russia's relationship with the West, popular rebellion and efforts at modernization from above. Attention to the Gorbachev era. (Not offered in 1992-93.)

218 HISTORY OF MODERN FRANCE

Social, political and intellectual development of France from the era of the old regime to the present. (Not offered in 1992-93.)

221 BRITISH HISTORY TO 1688

The history of Britain from Roman times to the Revolution of 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman invasion, the development of English political institutions, the consolidation of monarchy under the Tudors, the growth of English literature and culture, and the social and political struggles of the seventeenth century. (Not offered in 1992-93.)

222 MODERN BRITISH HISTORY

The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state and contemporary British life. (Not offered in 1992-93.)

233 EASTERN EUROPE IN THE TWENTIETH CENTURY

Exploration of Eastern Europe's development in the twentieth century through the disciplines of history and economics. Beginning with the emergence of independent states in this economically undeveloped, multinational region during the era of World War I, the course examines economic and political difficulties in the interwar period. World War II, postwar Soviet domination, the emergence of greater diversity after Stalin's death, and the current radical changes sweeping the region. (Not offered in 1992-93.)

250 THE AMERICAN CIVIL WAR

The origins of the war in the antagonistic development of North and South; Lincoln and the Republican Party; Black activity in the North and South; reconstruction and the impact of the war on American development. (Not offered in 1992-93.)

255 TOPICS IN AFRICAN-AMERICAN HISTORY

Important themes and events in the history of Blacks in America. The African heritage, slavery, reconstruction, urban culture, Black debates on freedom, Civil Rights. (Not offered in 1992-93.)

258 HISTORY OF SPORT F Mr. Ebner

The evolution of sport in modern society, in its cultural, social and economic dimensions. Largely focused on the American experience, but some attention to sport elsewhere in the world. Emphasis on 1850 to the present.

260 AMERICAN ECONOMIC AND BUSINESS HISTORY

The causes and consequences of American economic development from under-developed nation to international power; special attention to the changing forms of business organization and their relationship to economic development. Economics 110 or History 120/121 recommended. (Not offered in 1992-93.)

263 AMERICAN CITIES S Mr. Ebner

The changing functions, scale, and quality of urban society from the 17th century to the present. An historical framework for studying modern American metropolitan problems. Some field work in Chicago.

265 AMERICAN DIPLOMACY

Surveys evolving role of United States in world affairs since 1890. Emphasis on domestic origins of foreign policy and American role in Asia. (Not offered in 1992-93.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT S
Mr. Zilversmit

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis on the twentieth century. (Cross-listed as Education 270.)

271 WOMEN IN MODERN HISTORY: EUROPE AND AMERICA

Examination of the special forces shaping the lives of women in Europe and the United States, with emphasis on the 19th and 20th centuries; an examination of how industrialization and social change transformed women's roles and the way this was reflected in the political and intellectual realms. (Not offered in 1992-93.)

275 POPULAR MUSIC AND AMERICAN SOCIETY S Mr. Rosswurm

From Elvis Presley to Public Enemy, from Little Richard to Madonna; origins of rock and roll; music as a commodity; MTV; censorship; race, gender, and class; women in rock; varieties of soul music.

286 MODERN JAPAN S Mr. Hazelton

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as the economic giant among the nations of the Pacific. Attention to the achievement as well as the undeniable sufferings and costs incurred during Japan's drive toward great power.

300 THEORY AND METHODS F Mr. Zilversmit

How can we know what actually happened in the past? An examination of the basis of historical knowledge and the study of methodologies used for understanding the past. Emphasis will include: social, intellectual, economic, and psychohistory as well as the techniques of oral history and quantification. Prerequisite: an introductory history course. Required of all history majors.

305 TOPICS IN ANCIENT HISTORY: GREEK AND ROMAN RELIGION F Mr. Georges

Seminar on issues in the social and intellectual forms of religion in the Greek and Roman worlds, from the Homeric age to the early Christian era: primitive beliefs, warrior religion, women's cults and women's roles, mystery religions and magic, ruler worship, pagan philosophies, and the pagan background of early Christianity. Prerequisite: one course in ancient history, philosophy, or literature; or consent of instructor. (Cross-listed as Religion 306.)

307 KNIGHTS AND SAMURAI: COMPARATIVE FEUDALISM S Mr. Hazelton

Cross-cultural studies of feudal systems in twelfth to sixteenth century Japan, seventh to twelfth century Europe, and eighth to fifth century BC China. Examination of commonalities and distinctive features in the origins of the feudal order, in its mature operation, and in the types of social orders that succeeded feudalism. Prerequisites: History 110 or 200.

315 THE RUSSIAN REVOLUTION

The end of the Russian Empire, the revolution of 1917, and the development of Soviet society and institutions under Lenin, Stalin, and Khrushchev. Emphasis on political and social conflicts, ideological debates, and cultural developments. Prerequisites: History 213 or 214 or permission of instructor. (Not offered in 1992-93.)

331 THE ENLIGHTENMENT F Mr. Spadafora

Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political context of the Enlightenment, the impact of science, and the development of notions of tolerance, freedom, and rationality. (Cross-listed as Comparative Literature 331.)

332 EUROPEAN ROMANTICISM

Intellectual and social origins of Romanticism, with emphasis on Germany and England; impact of the French Revolution; individualism in poetry and art; the rise of historicism. Works discussed will include those by Goethe, Wordsworth, Keats, Hugo, Constable, and Schleiermacher. (Cross-listed as Comparative Literature 332. Not offered in 1992-93.)

340 HISTORY OF COMMUNICATION

Readings and discussions on the origins and historical development of oral, literate, print, and electronic cultures, with emphasis on the twentieth century. Topics include the role of technology in shaping thought, the nature of oral societies, the impact of literacy, the influence of the printing press, the rise of mass media and the role of communications in modern culture and society. (Not offered in 1992-93.)

342 HISTORY AND LITERATURE

This seminar examines historical works as literature and literary works as historical documents. Readings drawn from ancient and modern times as well as from a variety of world civilizations. (Cross-listed as Comparative Literature 235. Not offered in 1992-93.)

343 LITERATURE AND SOCIETY IN RUSSIA S Ms. Gayle

Aspects of the social and intellectual history of Tsarist and Soviet Russia through the prism of contemporary fiction: 19th century authors such as Turgenev, Dostoevsky, Tolstoy, and Chekhov; selected Soviet writers ranging from Mayakovsky and Akhmatova to Pasternak and Solzhenitsyn. (Cross-listed as Comparative Literature 343.)

347 TOPICS IN GENDER AND HISTORY: WOMEN'S WORK IN AMERICA F Mr. Rosswurm

Evolution of women's work from early nineteenth century to late twentieth-century; unpaid work in the home and paid work outside it; centrality of race and class; gender as an analytical category.

348 MUSEUMS, LIBRARIES AND ARCHIVES S Mr. Ebner

Evolution, institutional goals, and contemporary missions of historical museums, libraries, and archives. Emphasis on developing critical skills for assessing institutional missions and introduction to professional career opportunities.

355 AMERICAN SOCIAL HISTORY F Mr. Ebner

Conducted as seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121 or permission of instructor.

360 COLONIAL AMERICA

Origins of European colonialism: Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120. (Not offered in 1992-93.)

362 THE AMERICAN REVOLUTION

The crisis of empire and the revolutionary movement; the war, nation building and the Constitution; attention to women, blacks, and native Americans. Prerequisite: History 120. (Not offered in 1992-93.)

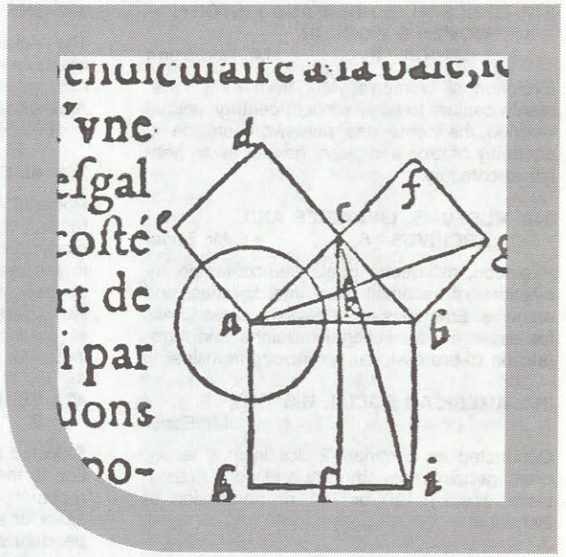
365 AMERICAN THOUGHT

Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century; the ideological response of Darwinism and the New Industrialism. Prerequisites: History 120, 121, a course in American literature, or permission of the instructor. (Not offered in 1992-93.)

420 SENIOR SEMINAR S Mr. Zilversmit

Selected advanced topics in history with attention to the methods and problems of historical research. Required of all history majors in their junior or senior years except those doing independent study research projects. Open to nonmajors with the prerequisite and permission of the instructor.

1993 Topic: African-American Slavery. Major focus on slavery in the United States with some attention to slavery in other cultures and in other times. A major research paper is required.



MATHEMATICS and COMPUTER SCIENCE

Professor Lowell A. Carmony: Computer Science. Artificial Intelligence.
Professor Edward Packel (Chairperson): Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.
Associate Professor Robert Holliday: Computer Science. Combinatorics.
Assistant Professor Michael Boardman: Modern Analysis. Operator Theory.
Assistant Professor Ted Courant: Differential Geometry. Mathematical Physics.
Assistant Professor Jill Van Newenhizen: Social Choice Theory. Functional Analysis.
§Instructor Ruthane Bopp: Algebra. Real Analysis.

Concepts and techniques of mathematics and computer science play a vital role in an ever increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Science are designed to acknowledge this fact. The department offers a major in mathematics and a major in computer science.

MATHEMATICS MAJOR

There are two options a student may choose in order to satisfy the requirements for a major in mathematics. One option recognizes the fact that some students who intend to pursue mathematical careers need training that emphasizes applications of mathematics. The other option is a traditional program which students who wish to pursue further studies for advanced degrees in graduate schools will wish to elect. The minimum requirements for all students majoring in mathematics are satisfactory completion of Mathematics 110, 111, 210, 230, 231, 311, 330 and Computer Science 112 (or the Honors sequence, Mathematics 115, 116 instead of Mathematics 110, 111), and one of the following sequences: (1) Mathematics 331 and another mathematics course numbered 300 or above; (2) Mathematics 350, 351. In addition, one course from among the following is required:

§Registrar and Part-time Teaching, 1992-93.

Physics 120, Philosophy 265, Economics 330, or any Computer Science course numbered 212 or above. Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

Mathematics 100, 103, 105, 150, 160, 161, 190, 191, 192 and internship credit may not be counted toward the major.

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111 (or 115, 116), 210, 230, 231 along with Mathematics 161, 314, 350, 351.

Admission to any course in the department requires a grade of C- or better in all prerequisite courses.

Mathematics Courses

100 ELEMENTARY ALGEBRA F Ms. Bopp

The algebra of fractions, roots, powers and radicals; inequalities; the linear function; the solution of systems of two or more linear equations; quadratic equations; word problems.

103 THE NATURE OF MATHEMATICS S
Mr. Courant, Ms. Van Newenhizen

What are the limits of the human mind? How do we know what we know? How do we communicate our knowledge? "The Nature of Mathematics" addresses these questions and others. This broad course is intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Focusing on the central role of language in mathematics, the course shows that mathematics is about communication of ideas, and that "proof" is the mathematicians word for "persuasion". Topics will be explored through experimentation, with computers where appropriate, and using games, puzzles, and group projects as well as lectures and discussions. Topics will include optimal form in nature, laws of the physical universe, symmetry, topology and geometry, mathematics and music, among others. We will be concerned with the interplay of different ideas, and will emphasize writing and cooperative learning.

105 ELEMENTARY FUNCTIONS FS
Mr. Boardman, Ms. Bopp

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

110 CALCULUS I FS
Ms. Van Newenhizen, Staff

The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics or Mathematics 105.

111 CALCULUS II FS
Mr. Boardman, Ms. Van Newenhizen

The calculus of functions of one variable. Integration, applications of integration, sequences and series. Prerequisite: Mathematics 110.

115 HONORS CALCULUS I F Mr. Packel

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, and their applications. Prerequisite: Permission of instructor.

116 HONORS CALCULUS II S Mr. Packel

Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: Permission of instructor.

150 INTRODUCTION TO PROBABILITY AND STATISTICS FS
Staff, Mr. Boardman

Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (Not open to students who have taken Economics 130, which is a comparable course.)

160 FINITE MATHEMATICS WITH APPLICATIONS FS
Staff, Mr. Boardman

Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices, and linear programming; game theory.

161 MATHEMATICS OF FINANCE

A mathematical treatment of such topics as compound interest, present value, sinking funds, amortization of debts, and the use of mortality tables in the calculation of insurance premiums and life annuities. (Not offered in 1992-93.)

190 THE GREAT THEOREMS OF MATHEMATICS

The objective is to introduce students to the masterpieces in the development of mathematics. Thus, it is a study of a handful of the most historically important proofs, and the most ingenious logical arguments, from the discipline of mathematics. It has three main components: historical, biographical, and its primary component — mathematics. For, just as one could not hope to applaud a great novel without first reading it, nor to marvel at a great symphony without first hearing it, one cannot really do justice to a great mathematical theorem without first understanding it. (Not offered in 1992-93.)

191 CHANCE, CHOICE, AND CHAOS: MATHEMATICS IN THE SOCIAL SCIENCES

Elementary probability theory applied to decision making under uncertainty, Pascal's wager, and other games against nature. Two-person game theory applied to questions of strategy and to the Prisoner's Dilemma. Models of voting and social choice leading up to Arrow's celebrated impossibility theorem. An introduction to the mathematics behind the phenomenon of chaos and some of its potential applications and implications. (Not offered in 1992-93.)

192 A WORLD OF EXAMPLES: PRACTICAL AND IMPRACTICAL ASPECTS OF MODERN MATHEMATICS F Mr. Courant

This is a tour of old and new topics of pure and applied mathematics. We will learn about Eulerian and Hamiltonian networks, graphs and circuits, scheduling problems, and methods of linear programming. Next we study statistics and probability through gameplaying. In the field of Social Choice we will study decision making, voting, weighted voting, and game theory using topics previously covered. The course concludes with elementary topology and geometry. We will discuss optimal form, natural laws, laws of modern physics, and the evolution of mathematics through its incarnations as religion, philosophy, and science. There will be several writing assignments. Prerequisites: an acquaintance with arithmetic, geometry, and elementary algebra afforded by three years of high school mathematics. (Cross-listed as Freshman Studies 192.)

210 MULTIVARIABLE CALCULUS F
Mr. Packel

Multiple integration, and partial differentiation, Stokes' and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 111.

214 DIFFERENTIAL EQUATIONS S
Mr. Courant

Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems. Applications of differential equations. Prerequisite: Mathematics 210.

230 INTRODUCTION TO ABSTRACT AND DISCRETE MATHEMATICS F
Ms. Van Newenhizen

Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, group theory. Prerequisite: Mathematics 110.

231 LINEAR ALGEBRA S
Staff

Vector spaces, linear independence, linear transformation, matrices, determinants, applications to geometry. Prerequisite: Mathematics 230 or permission of instructor.

260 HISTORY OF MATHEMATICS

A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis will be on the evolution of mathematical ideas and the contributions of the most prominent individuals associated with the development of mathematics. Prerequisite: Mathematics 111 or permission of instructor. (Not offered in 1992-93.)

310 COMPLEX ANALYSIS

Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of instructor. (Not offered in 1992-93.)

311 INTRODUCTION TO REAL ANALYSIS S Mr. Boardman

A rigorous one dimensional course covering the following introductory real analysis topics: Axioms for R, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, infinite series. Prerequisites: Mathematics 210, 230.

314 NUMERICAL ANALYSIS

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111, 231 and Computer Science 112. (Cross-listed as Computer Science 314. Not offered in 1992-93.)

320 MATHEMATICAL METHODS

Practical techniques for solving the partial differential equations that arise in the physical sciences. Special functions, series solutions of differential equations, orthogonal polynomials, boundary value problems, eigen systems, and asymptotic methods. Emphasis on examples with exact solutions to illustrate principles and to develop intuition, followed by numerical approaches to applications. Four lectures per week. Prerequisites: Physics 210, Mathematics 210 required; Mathematics 214, 231 and Computer Science 112 recommended. (Cross-listed as Physics 320. Not offered in 1992-93.)

329 NUMBER THEORY F Mr. Courant

Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 230 or permission of instructor.

330 MODERN ALGEBRA I F Mr. Courant

A study of algebraic structures with emphasis on groups, rings and fields. Prerequisite: Mathematics 230.

331 MODERN ALGEBRA II S Mr. Courant

Additional topics in modern or linear algebra such as field extensions, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of instructor.

340 GEOMETRY

Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisite: Mathematics 230 or permission of instructor. (Not offered in 1992-93.)

350 MATHEMATICAL PROBABILITY

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 210 or permission of instructor. (Not offered in 1992-93.)

351 MATHEMATICAL STATISTICS

A mathematical study of such topics as random sampling, estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance and distribution free methods. Prerequisite: Mathematics 350. (Not offered in 1992-93.)

360 MATHEMATICAL MODELING AND COMPUTER SIMULATON

Introduction to the process and techniques of modeling "real world" situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Second half will include team projects and reports. Prerequisites: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Computer Science 360. Not offered in 1992-93.)

375 COMBINATORICS AND GRAPH THEORY S Mr. Holliday

Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers and transportation networks. Also included will be designs

with emphasis on Latin squares, finite projective and affine geometries, block designs and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Computer Science 375.)

410 TOPOLOGY

Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory. Prerequisite: Mathematics 230. (Not offered in 1992-93.)

411 TOPICS IN MODERN ANALYSIS

Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, commutative Banach algebras. (Not offered in 1992-93.)

480 SEMINAR

(Not offered in 1992-93.)

COMPUTER SCIENCE MAJOR

The computer science major is designed to prepare students within a liberal arts setting for careers in the field of computer science. The minimum requirements for the major in computer science are successful completion of Mathematics 110, 230, Computer Science 112, 212, 213, 317, 318 and any four additional Computer Science courses, including 214 and those numbered 300 or above. Mathematics 111, 150 (or 350 and 351 for a stronger theoretical emphasis), 214, 231, 314, 375, Philosophy 265 and Physics 240 are strongly recommended. Computer Science 110, 115 and internship credit may not be counted toward the major. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

Admission to any course in the department requires a grade of C- or better in all prerequisite courses.

Computer Science Courses

110 INTRODUCTION TO COMPUTERS AND COMPUTING F Mr. Holliday

Liberal arts oriented overview of computer science topics including 7 weeks of programming in BASIC, together with aspects of computer architecture, microcomputer applications (spreadsheets, databases, etc.), and societal issues. Weekly one hour session in microcomputer lab.

112 INTRODUCTION TO STRUCTURED PROGRAMMING FS

Mr. Holliday

Methodology of structured programming via the Pascal language. Procedures and functions, types, arrays, and records applied to development of techniques and algorithms important in computer science. Emphasis on problem solving and structured, top-down refinement. Prerequisite: strong high school mathematics background or significant previous programming experience.

115 INTRODUCTION TO ADMINISTRATIVE PROGRAMMING AND APPLICATIONS S

Development of the programming language COBOL along with a variety of applications to common business programming situations. Coverage includes sequential and random access files. Prerequisite: Computer Science 112.

212 ADVANCED COMPUTER PROGRAMMING FS

Mr. Carmony, Mr. Holliday

Further exposure to the structured programming techniques of Pascal. Topics include sequential and random files, searching and sorting, static and dynamic storage allocation, recursion and elementary linear data structures such as stacks, queues, and linked lists. Prerequisite: Computer Science 112.

213 INTRODUCTION TO COMPUTER SYSTEMS F Mr. Carmony

Computer structure and machine language, specific assembly language development, addressing techniques, input/output techniques, construction of an assembler. Prerequisite: Computer Science 112.

214 COMPUTER ORGANIZATION AND INTERFACING

Basic logic, digital electronics, microcomputer architecture, hands on laboratory computation and interfacing. Prerequisites: Computer Science 112 and Physics 121. Cross-listed as Physics 205. (Not offered in 1992-93.)

260 SYMBOLIC LOGIC S Mr. Carmony

An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Philosophy 265.)

314 NUMERICAL ANALYSIS

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111, 231 and Computer Science 112. (Cross-listed as Mathematics 314. Not offered in 1992-93.)

317 DATA STRUCTURES AND ALGORITHM ANALYSIS F

Mr. Packel

In depth study of abstract data structures (linked lists, trees, graphs) and analysis of algorithms. Applications programmed individually and in groups using the programing language C, which will be introduced and studied. Prerequisites: Computer Science 212, Mathematics 230.

318 PROGRAM LANGUAGE ORGANIZATION S Mr. Holliday

Basic computer linguistics, BNF tables illustrated by Ada or Pascal, static and dynamic storage, control structures, introduction to compiling and interpreting. Prerequisite: Computer Science 212.

325 ARTIFICIAL INTELLIGENCE F

Mr. Carmony

An introduction to such topics as tree and graph searches, minimax methods and alphabeta pruning, heuristics, backtracking, natural language processing and computer vision and robotics. Prerequisite: Computer Science 212.

336 OPERATING SYSTEMS AND SYSTEMS PROGRAMMING

A study of assemblers, linkers, loaders and other systems programs. An introduction to memory, device, and file management in batch, multiprocessing, and time shared operating systems. Prerequisites: Computer Science 212 and 213. (Not offered in 1992-93.)

360 MATHEMATICAL MODELING AND COMPUTER SIMULATION

Introduction to the process and techniques of modeling "real world" situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Second half will include team projects and reports. Prerequisites: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Mathematics 360. Not offered in 1992-93.)

375 COMBINATORICS AND GRAPH THEORY S Mr. Holliday

Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers and transportation networks. Also included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Mathematics 375.)

427 INTRODUCTION TO DATABASE SYSTEMS

An in-depth study of the proper methods of design for database systems with a heavy emphasis on the relational model. An introduction to Hierarchic, Inverted List and Network Systems as well as Data Definition Languages and Data Manipulation Languages. Prerequisites: Computer Science 212, Mathematics 230. (Not offered in 1992-93.)

434 THEORY OF COMPUTATION S

Mr. Packel

Formal grammars, sentence derivation and ambiguity, finite state machines, equivalence and reduction, equivalence of right linear grammars and finite state automata, limitations of finite state automata, Turing machines and effective computability, unsolvable problems and NP-complete problems. Prerequisite: Mathematics 230.

461 COMPILER DESIGN

An examination of the major features of a compiler for a high level language. Includes syntactic analysis, symbol table generation, parsing, error recovery, code generation and code optimization. Student will implement a complete compiler to an assigned minilanguage. Prerequisites: Computer Science 212 and 213. Co-requisite: Computer Science 318. (Not offered in 1992-93.)

MUSIC

‡Professor Emerita Ann D. Bowen: Music Theory. 20th Century Music History. Piano.
Professor Frank E. Kirby (Chairperson): Music History.
Assistant Professor Mark D. Nelson: Theory. Composition. Director of Choral Music. Instrumental Ensembles.
‡Teaching Associate James Bearden: Clarinet.
‡Teaching Associate Sally Bowers: Flute.
‡Teaching Associate Paul Bro: Saxophone.
‡Teaching Associate Bruce Carver: Percussion.
‡Teaching Associate John Chapman: Organ.
‡Teaching Associate Nick Drozdoff: Trumpet.
‡Teaching Associate Hugh Gonglewski: Piano.
‡Teaching Associate Lisa Hirschmugl: Violin.
‡Teaching Associate Jennifer B. Peters: Piano.
‡Teaching Associate Leslie Rose: Horn.
‡Teaching Associate Shinobu Sato: Guitar.

The Department has three primary goals: (1) to provide students at the College generally with a basic understanding and appreciation of the art of music in all its aspects; (2) to provide opportunities for students to perform and to learn how to perform music, both individually and in ensembles (vocal and instrumental); (3) to provide advanced students with more specific training in music history, theory and composition.

The Department therefore offers courses in music literature and history, theory and composition and Applied Music; it also sponsors several performing ensembles — the Lake Forest Chorus, Wind Ensemble and Jazz Band—which give performances throughout the year. Several of the courses

‡Part-time Teaching, 1992-93.

are designed to introduce the student to the field from different points of view (Music 104, 106, 120, 150, 210, 216, 217 and 227), while the advanced courses, for which ordinarily either Music 104, 106, 150 or 210 is a prerequisite, cover the fields of theory and history systematically; the latter in particular provide electives for students majoring in other fields, notably Art History, History, Literature, Philosophy and Religion. Finally, students may take private lessons (Applied Music) in voice and almost any instrument. The Department has an electronic music and recording studio.

The location of the College among the north shore suburbs of Chicago provides unusual opportunities for students to hear great performing organizations, such as the Chicago Symphony Orchestra and the Lyric Opera and numerous others who visit the city and thus supplement recitals and concerts given on campus. Qualified students may audition for the North Suburban Symphony, a semi-professional community orchestra.

There are three tracks leading to a major in Music, one emphasizing Music History, a second Music Theory and Composition, a third including a sequence in musical performance (Applied Music). Students should have minimum keyboard proficiency. The courses required for each are as follows:

Music with Track in Music History: 151, 250, 251, 260, 261, 262, 263, one course credit in Applied Music, Lake Forest Chorus or Instrumental Ensembles, and in Senior year Independent Study or Thesis for one credit.

Music with Track in Performance: 111, 151, 211, 250, 251, two courses from a group including 210, 217 and the sequence 260-263, 311, and in senior year Independent Study consisting of a recital and an extended paper which count as one course.

Music with Track in Theory-Composition: One course credit in Applied Music, Lake Forest Singers, or Instrumental Ensembles, 151, 250-251 or 220-320, two courses from a group including 210, 217 and the sequence 260-263, one other music course and in senior year, for one course credit, either completing and performing an extended composition, or completing an extended paper in music theory.

A reading knowledge in German is encouraged, especially for students who plan to pursue graduate study in Music.

104 PERSPECTIVES ON MUSIC F Staff

A non-technical introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and Non-Western music. No previous knowledge is needed. Intended for non-majors.

105 AMERICAN MUSICAL THEATRE IN PAST AND PRESENT

A study of representative musical comedies, operettas and related works which will provide topics for papers by students. Emphasis will be placed on relationships to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are: *The Desert Song*, *Show Boat*, *The Three-penny Opera*, *Porgy and Bess*, *Oklahoma!*, *South Pacific*, *My Fair Lady*, *A Little Night Music*, and others. The course will also work with word processing. (Cross-listed as Writing on Special Topics 105. Not offered in 1992-93.)

106 MUSICAL IDEAS, MEANINGS AND CONTEXTS F Mr. Nelson

How does music function in different cultural contexts? What, if anything, does music express? What *is* music? This course will examine a wide variety of musics—including those from third-world countries, American urban and rural cultures, and diverse contemporary experimental traditions—in an attempt to answer these essential questions. No formal musical background required. (Cross-listed as Freshman Studies 106.)

108 INSTRUMENTAL ENSEMBLES FS Staff

Credit may be earned after a year's participation in the group and completion of a research paper under the supervision of a full-time faculty member. This course is graded only on a Credit/D/Fail basis.

109 LAKE FOREST CHORUS FS
Mr. Nelson

Credit may be earned after a year's participation in the group and completion of a research paper under the supervision of a full-time faculty member. This course graded only on a Credit/D/Fail basis.

111, 211, 311, 411 APPLIED MUSIC FS
Staff

Private instruction in piano, organ, orchestral instruments and voice. Weekly lessons of one-half, three-fourths or one hour, for which an additional fee is charged (see "Other Expenses"). May be taken for no credit. For credit, the student must either have Music 150 as a pre- or co-requisite, or obtain consent of the Chairperson of the department; the student must satisfactorily complete one year of instruction with weekly lessons of one hour and either perform in a Student Recital or for the faculty of the Department. There will be a charge for the credit. Consult the Business Office. These are graded only on a Credit/D/Fail basis.

120 SONGWRITING

How to write songs. Emphasis on popular forms in the styles of the 1960's to 1980's, including pop, rock, folk, Broadway and others. Covers text, setting, forms, harmony, instrumentation, arranging, record studio techniques and performance. No previous knowledge of music required. (Not offered in 1992-93.)

150 FUNDAMENTALS OF MUSIC F
Mr. Nelson

Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody and harmony. Emphasis on listening and creative work. No previous knowledge is required.

151 MUSIC THEORY I S Mr. Nelson

More principles of harmony: enrichments through non-harmonic tones, seventh-chords, modulation. Basic principles of counterpoint. Prerequisite: Music 150 or consent of instructor.

210 INTRODUCTION TO MUSIC LITERATURE S Mr. Kirby

Explanation of basic materials of music leads to the survey of the major musical styles and media performance from the Middle Ages to the present. Emphasis on listening.

216 SYMPHONIC MASTERPIECES F
Mr. Kirby

Aspects of the history of the symphony from its inception to the present day.

217 WORLD MUSIC SURVEY

Survey of music of the world's peoples: music in non-literate cultures in Africa, Australia and the Americas; folk-music of the Caribbean and Latin America; fine-art and other music of Asia, the New East and Indonesia; folk-music of Europe and the United States; the social and cultural roles of music. Pre-requisite: any music course or consent of instructor. (Not offered in 1992-93.)

220 COMPOSITION

Intended to spark and guide creative work. An eclectic array of 20th-century composition (from Stravinsky to Cage and Sting) will be studied; technical, aesthetic and cultural issues will be addressed, along with aspects of notation and performance techniques. Composition for any medium (string quartet, magnetic tape, rock band, etc.) will be undertaken. The College's Recording/Electronic Music Studio will be available. Prerequisite: any music course or consent of instructor. (Not offered in 1992-93.)

225 INTRODUCTION TO ELECTRONIC MUSIC S Mr. Nelson

Designed to foster creative work in the College's Recording/Electronic Music Studio, the course deals first with the history of electronic music (Futurism, musique concrete, early analog analysis), and then with studio techniques, using both analog and digital equipment, microphones, tape recorders, mixing, digital synthesis and a creative project. Two regular sessions and one laboratory each week. No previous musical experience
required.

227 HISTORY OF JAZZ S Mr. Kirby

Principal styles of representative jazz musicians: the roots (including blues and ragtime); jazz in New Orleans and Chicago; big band, swing, bop and fusion.

233 FORM AND ANALYSIS

Study of the principal forms in Western art-music: binary and ternary forms, the sonata, variation and rondo principles, and others, through analysis of individual compositions. Emphasis on forms in tonal music. (Not offered in 1992-93.)

250 MUSIC THEORY II

Chromatic harmony; further study of counterpoint; principles of musical form. Prerequisite: Music 151 or consent of instructor. (Not offered in 1992-93.)

251 MUSIC THEORY III

Exploration of the extremes of chromatic harmony (Chopin, Wagner, Brahms, Wolf and others). Analysis and creative work in small and large forms. Prerequisite: Music 250. (Not offered in 1992-93.)

260 HISTORY OF MUSIC TO 1750

An introduction to the music of the Middle Ages, Renaissance and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schütz, Purcell, A. Scarlatti, Handel and Bach. (Not offered in 1992-93.)

261 MUSIC IN THE CLASSIC PERIOD

Representative composers and compositions from c. 1750 to c. 1827. Emphasis on Haydn, Mozart and Beethoven. (Not offered in 1992-93.)

262 MUSIC IN THE ROMANTIC ERA F
Mr. Kirby

Representative composers and compositions from c. 1820 to 1900; emphasis on Schubert, Schumann, Berlioz, Liszt, Brahms and Wagner.

263 20TH CENTURY MUSIC S Mr. Kirby

Trends, techniques, and leading composers of modern music, from the French Impressionists to the present day.

320 ADVANCED COMPOSITION

Independent work. (Not offered in 1992-93.)

329 HISTORY OF OPERA

Study of stylistic aspects and analysis of the world's great operas. (Not offered in 1992-93.)

343 AMERICAN MUSIC

Music in the United States from the time of the Pilgrims to the present day. The course includes "art" music, folk music, and jazz. (Not offered in 1992-93.)

480 SEMINAR IN MUSIC HISTORY

(Not offered in 1992-93.)

PHILOSOPHY

Professor Forest W. Hansen: Esthetics. History of Philosophy. Philosophy of Psychology. Greek Civilization. Philosophy of Education.
Associate Professor Monte S. Hull: Eastern and Comparative Philosophy. History of Philosophy. Environmental Ethics.
Associate Professor Abba Lessing: Existentialism. Jewish Studies. Hegel. Philosophy as Literature.
Associate Professor Louis G. Lombardi (Chairperson): Ethics and Political Philosophy.

Philosophy is our oldest intellectual discipline. It is not so much a subject as a way of thinking, a critical reflection upon our most important judgments and human experiences. Philosophical skills can be used to put things into perspective, to see the consequences of our views, to assess the justifications of our beliefs, practices, and institutions. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the possibility of knowledge, the justification of moral and esthetic judgments, the basis of legal obligation, the value of justice, the meaning of human existence.

Philosophy at Lake Forest College emphasizes the diversity of the discipline. Students have an opportunity to study the main lines of Western and Eastern thought as well as many sides of contemporary philosophical inquiry. Because of the unusually broad applicability of philosophical reasoning skills, students trained in philosophy are well prepared for careers requiring a capacity for critical judgment.

Except where prerequisites are listed, philosophy courses are open to all students. Students may enroll for credit in only one section of Philosophy 110. The minimum major requirement of eight courses must include the History sequence, Philosophy 299, 301 and 302, and Philosophy 325 (Major Ethical Theories). Internships do not count toward the eight courses needed for the major.

110/1 INTRODUCTION TO PHILOSOPHY: CLASSICAL QUESTIONS F
Mr. Hansen

Classical philosophical questions about the nature of reality, knowledge, the mind, morality, freedom, divinity, through discussion of works by great philosophers such as Plato, Aristotle, Descartes, Berkeley, and Nietzsche.

110/2 INTRODUCTION TO PHILOSOPHY: REASON AND THE IRRATIONAL FS Mr. Lessing

The confrontation and dramatic dialogue between rationality and its opposite, the powers of desire, will, spontaneity and freedom. Discussion will focus on works by such thinkers as Plato, Descartes, Nietzsche, Kafka, Sartre, and Buber.

110/3 INTRODUCTION TO PHILOSOPHY: ISSUES AND TRADITIONS S
Mr. Hull

Examination of fundamental issues concerning human existence as addressed by representative thinkers from these traditions and periods: classical Greek, classical Chinese, early modern rationalist, modern existentialist, and contemporary Japanese.

110/4 INTRODUCTION TO PHILOSOPHY: ASIAN THOUGHT F Mr. Hull

Introduction, through representative Asian thinkers from India, China and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, what is real. (Cross-listed as Freshman Studies 110-4.)

110/5 INTRODUCTION TO PHILOSOPHY: LAW AND FREEDOM S
Mr. Lombardi

Examination of conflicts between law and freedom in realms such as politics, morality, and human psychology. Topics include free will vs. fatalism and determinism, moral law and individual responsibility, and civil law vs. individual beliefs and choices.

200 PHILOSOPHY AND FEMINISM

Contemporary feminist critique of rationality, "human nature," freedom, and social justice, with particular emphasis on reinterpreting such issues as love, sexuality, marriage, birth, social role, consciousness and the human body. Readings in de Beauvoir, Cixous Irigaray, Kristeva, Jaggar, and Bords. (Not offered in 1992-93.)

202 CONTEMPORARY ETHICAL ISSUES S Mr. Hull

Discussion of current and controversial ethical issues such as euthanasia, moral obligation and the environment, abortion, and preferential treatment. Particular attention will be given to the application of some major ethical theories to these contemporary problems.

203 BUSINESS AND PROFESSIONAL ETHICS FS Mr. Lombardi

Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations.

210 ENVIRONMENTAL ETHICS

Examination of relationships between human beings and nature drawing on literature, religion, and natural science as well as philosophy, and on non-Western as well as Western perspectives. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? (Not offered in 1992-93.)

220 PHILOSOPHY OF EDUCATION

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Education 220.) (Not offered in 1992-93.)

230 PHILOSOPHY AND LITERATURE

The question of meaning in and of literature. The philosophical study of works by Dostoevsky, Kafka, DeSade, Baudelaire, Philip Roth and Milan Kundera. Critical theories of Nietzsche, Roland Barthes and Jacques Derrida will be used. (Cross-listed as Comparative Literature 230. Not offered in 1992-93.)

240 PHILOSOPHY OF LAW

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Cross-listed as Politics 262. Not offered in 1992-93.)

245 PHILOSOPHICAL EROTICS S
Mr. Lessing

The character, placement and purpose of imagery and illusion in the cultural and personal life of human desire. Using a descriptive phenomenological method, the course explores a wide variety of topics and materials, including body imagery and music as well as photography, film and literary forms. Readings in Nietzsche, Cixous, Merleau-Ponty, Stendhal, and the music of Mozart's *Don Giovanni*.

250 PHILOSOPHY OF RELIGION F
Mr. Lessing

Relationships between religious practice and reason through a close look at the character of religious experience, the role of tradition, ritual and myth, the impact of feminism on religion. Specific emphasis will be placed on the role of texts within religion and the philosophical reading of texts: Hume, James, Heschel, and Scholem, with special attention to **Job, Song of Songs, Kohelet,** and **Kabbalah**.

260 ESTHETICS: REFLECTIONS ON ART

Philosophical approach to understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Review of theories concerning visual arts, music, literature, dance, drama, film and architecture as a basis for theory development by each student. (Not offered in 1992-93.)

265 SYMBOLIC LOGIC S Mr. Carmony

An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Computer Science 260.)

275 ASIAN THOUGHT: CHINA AND JAPAN F Mr. Hull

In-depth examination of selected thinkers or textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom, as well as of distinctive Asian concepts of nirvana, no-self, and Tao. (Cross-listed as Religion 223.)

280 DIALOGUE

Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. (Not offered in 1992-93.)

299 HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE F Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and world-views of Plato and Aristotle.

301 HISTORY OF WESTERN PHILOSOPHY: 17TH & 18TH CENTURIES S
Mr. Lessing

17th and 18th century European philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant. Prerequisite: 110, 299, or consent of instructor.

302 HISTORY OF WESTERN PHILOSOPHY: HEGEL & THE 19TH CENTURY F
Mr. Lessing

Idealism, romanticism, existentialism, vitalism and pragmatism. Intensive readings in Hegel, Kierkegaard, Marx, Nietzsche, Bergson, James, Husserl and Freud. Prerequisite: 110, 299 and/or 301, or consent of instructor.

305 COMPARATIVE PHILOSOPHY: EAST AND WEST S Mr. Hull

Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: one course in Western philosophy and one course in Eastern philosophy or religious thought.

307 POLITICAL THOUGHT: PLATO TO AQUINAS F Mr. Alulis

Western political thought from the Greeks through the Middle Ages. (Cross-listed as Politics 357.)

308 POLITICAL THOUGHT: MACHIAVELLI TO THE PRESENT S Mr. Alulis

Selected political philosophies from the 16th century to the present. (Cross-listed as Politics 358.)

310 20TH CENTURY BRITISH AND AMERICAN PHILOSOPHY

Readings from various movements such as pragmatism, process philosophy, and analytic philosophy. Specific topic and authors to be announced. Prerequisite: two philosophy courses. (Not offered in 1992-93.)

320 20TH CENTURY: PHENOMENOLOGY, EXISTENTIALISM, STRUCTURALISM AND DECONSTRUCTION

20th century continental philosophy, moving from the primacy of 'lived existence to the problematics of texts. Readings in Nietzsche, Husserl, Sartre, Merleau-Ponty, Buber, Barthes, Derrida and Levinas. Prerequisite: two philosophy courses. (Not offered in 1992-93.)

325 MAJOR ETHICAL THEORIES F
Mr. Lombardi

Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principles of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Mill, Kant, Gewirth and MacIntyre. Prerequisite: two philosophy courses.

330 PHILOSOPHICAL FOUNDATIONS FOR POLITICAL IDEOLOGIES S
Mr. Lombardi

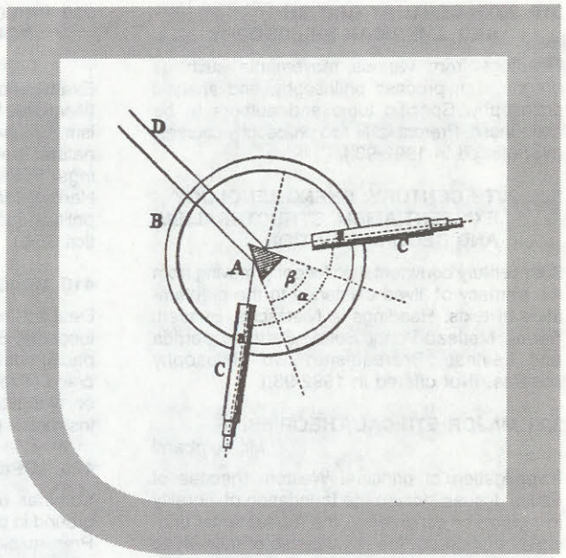
Examination of contemporary philosophical justifications for liberalism, libertarianism, socialism. Emphasis on differences in views of human nature, freedom, and the ideal society. Readings from John Rawls, Robert Nozick, and Herbert Marcuse. Prerequisite: two courses in politics and/or philosophy. (Cross-listed as Politics 359.)

410 MAJOR PHILOSOPHERS

Detailed investigation of works by a great philosopher. Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses or two such courses and permission of the instructor. (Not offered in 1992-93.)

420 TOPICS IN PHILOSOPHY

Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses. (Not offered in 1992-93.)



PHYSICS

Professor Bailey Donnally (Chairperson): Atomic Structure. Atomic Collisions. Electronics. Photography.
Professor Roger J. Faber: Philosophy of Science. Quantum Theory. Chemical Physics.
Professor Tung H. Jeong: Coherent Optics. Holography. Laser Applications.
Assistant Professor Michael M. Kash: Atomic Physics. Quantum Mechanics. Lasers.

Physics is an important and basic part of our knowledge of the natural world. The study of physics also provides insight into the development of modern culture, since practical applications of physics change the way we live, and the concepts of physics help to shape contemporary ideas about the cosmos and our place in it.

The scope of physics embraces the full range of physical dimensions in space and time: from the smallest subatomic particles to the edge of the universe, from the slow drift of the continents to the speed of light, from absolute zero to stellar temperatures, from low frequency radio waves to gamma rays. Anyone who has a curiosity concerning natural processes will want to understand the physical laws that govern them.

On the practical level, discoveries in physics touch us in our daily lives. Consider the impact of electric power, radio, transistors, lasers, nuclear energy, etc. A responsible citizen must strive to understand the fundamental concepts in order to help make decisions that will decide our fate.

The department offers courses that meet the interests of a wide range of students, from majors who plan for a professional career in physics to artists who want to make holograms. Besides a well-stocked collection of all the standard equipment for teaching, our laboratories are unusually well equipped with lasers and electro-optical instruments, all available for undergraduate research. Our staffed machine shop helps the department to create and maintain this and other equipment. Students are encouraged to work with individual faculty members in research. Research projects, which may be undertaken for course credit, give many of our majors practical laboratory experience that goes well beyond what can be learned in standard courses.

All science and mathematics majors will benefit from the introductory courses, Physics 120 and 121 or their non-calculus alternatives, 110 and 111. Advanced work in physics is also appropriate

for many in addition to those who will become professional physicists. Students planning to enter the science-teaching profession are advised to take courses beyond the introductory level in order to deepen their understanding of the subject, and because the department has a tradition of excellence in physics instruction through the use of demonstrations. Those interested in electrical or mechanical engineering should major in physics as part of the 3-2 cooperative engineering program described on p. 62. Premedical students should also consider majoring in physics. Students contemplating a career in a technical industry or in technical sales will also benefit from a physics major. Finally, anyone who wishes to explore the natural world with emphasis on physical concepts rather than on mathematics should consider the series of offerings 105-109, which are designed especially for nonscientists.

The minimum major requirement of eight courses must include 120, 121, 210, 230, 250, and 310. Exceptions to this rule can be made by the department chairperson in special cases, such as a late decision to major in physics. Physics majors must also take Mathematics 110, 111 (or 115, 116), and 210, which are prerequisites to required courses. Those intending to pursue graduate studies or other careers in physics are expected to enroll in more than the minimum eight credits required for the major. Tutorials may be undertaken in subjects not listed among the course offerings. Exposure to other sciences and to more advanced mathematics is strongly recommended.

104 ELECTRONICS IN MODERN LIFE F Mr. Donnally

A hands-on study of electronics, with attention to the fundamental issues of electrical circuits. How electronic technology has affected life in this century, including some of the opportunities it has created and ethical questions it has raised. Amplifiers, analog computers, logic and digital computing, communication, transistors, diodes, resistors, capacitors are covered.

105 PHOTOGRAPHY: THE SCIENCE AND THE ART F Mr. Donnally

Creative use of photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Cross-listed as Freshman Studies 105.)

106 LIGHT, SOUND, AND THE WORLD OF WAVES FS Mr. Jeong

Behavior of waves, including water, sound, radio waves, and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Lectures and demonstrations. No laboratory.

107 CHANCE, FATE AND PHYSICAL LAW F Mr. Faber

Does everything happen because it must or is there room for freedom and novelty in natural events? In this course we trace attempts to answer that question through the history of physics as we follow the development of ideas about causality, space, and time. We examine three revolutions that have changed these concepts, namely those inspired by the classical mechanics of Newton, by Einstein's Theory of Relativity, and by Heisenberg's Principle of Indeterminacy. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Lectures and demonstrations; no laboratory.

108 ENERGY: PROSPECTS AND ALTERNATIVES

How can the world's growing demand for energy be satisfied? Merits of present and proposed energy conversion methods. Problems with regard to environmental degradation, distribution, storage, cost, availability. Basic physical principles of various energy systems. No higher mathematics required. Two three-hour lectures and demonstrations per week. No laboratory. (Not offered in 1992-93.)

109 ASTRONOMY AND COSMOLOGY S Mr. Faber

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies and the structure and origin of the universe. Three hours of lecture per week; indoor laboratory work, and observations as weather permits.

110 INTRODUCTORY PHYSICS I F Mr. Jeong

A complete course (with Physics 111) in physics without calculus. Kinematics and Newton's laws of motion, conservation principles, gravitation, fluid statics and dynamics, thermodynamics, kinetic theory of gases, waves, oscillations. Three lectures and one lab each week. Prerequisites: algebra and trigonometry.

111 INTRODUCTORY PHYSICS II S
Mr. Jeong

Electric and magnetic fields. AC and DC circuits. Electromagnetic waves. Geometric and wave optics. Concepts of modern physics and quantum theory. Three lectures and one lab. Prerequisite: Physics 110.

120 GENERAL PHYSICS I F Mr. Kash
(1½ credit course)

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves, thermodynamics, and kinetic theory, gases and pipes. Five lectures, one lab per week. Prerequisite or corequisite: Mathematics 110 or 115.

121 GENERAL PHYSICS II S
(1½ credit course) Mr. Kash

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves, geometric optics of mirrors and lenses. Interference and diffraction phenomena in light. Five lectures, one lab per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111 or 116.

205 COMPUTER ORGANIZATION AND INTERFACING

The basic components of a simple computer and how they work together. Programming a computer in machine language. Methods of interfacing a computer to the "real world." Real-time applications in the laboratory. Two lectures and two laboratory sessions per week. Prerequisites: Computer Science 112. (Cross-listed as Computer Science 214. Not offered in 1992-93.)

210 MODERN PHYSICS F Mr. Kash

The theoretical and experimental investigations of atomic, solid state, nuclear, and particle physics, including the special theory of relativity and quantum mechanics as applied to atomic spectra. Also included are elements of X-ray, NMR, nuclear counting techniques, half-life measurements, neutron activation and other nuclear techniques. Three lectures, one lab per week. Prerequisites: Physics 121 and Mathematics 111 or permission of instructor.

230 STATISTICAL THERMODYNAMICS

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primary emphasis on the microscopic, statistical basis of thermodynamics. Applications to gases, solids, chemical and biological systems. Prerequisite: Physics 210 and Mathematics 111. (Not offered in 1992-93.)

240 ELECTRONICS

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Three lectures, one lab per week. Prerequisite: Physics 121, or consent of instructor. (Not offered in 1992-93.)

250 ANALYTICAL MECHANICS S
Mr. Donnally

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations, and wave motion. Prerequisites: Mathematics 111 and Physics 120.

310, 311 ELECTRICITY AND MAGNETISM I & II FS Mr. Donnally

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations, radiative phenomena, electrodynamics and elements of modern optics. Four lectures per week for 310. Three lectures, one lab per week for 311. Prerequisites: Physics 210, Math 210.

320 MATHEMATICAL METHODS

Practical techniques for solving the partial differential equations that arise in the physical sciences. Special functions, series solutions of differential equations, orthogonal polynomials, boundary value problems, eigen systems, and asymptotic methods. Emphasis on examples with exact solutions to illustrate principles and to develop intuition, followed by numerical approaches to applications. Four lectures per week. Prerequisites: Physics 210, Mathematics 210 required; Mathematics 214, 231 and Computer Science 112 recommended. (Cross-listed as Mathematics 320. Not offered in 1992-93.)

350 MODERN OPTICS

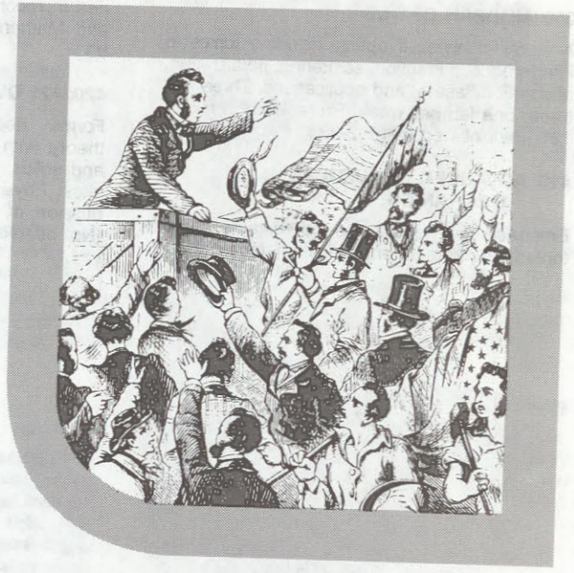
A study of physical optics including topics in interference, diffraction, scattering, polarization, absorption, lasers, and applications. Three lectures, one lab per week. Prerequisite: Physics 121. (Not offered in 1992-93.)

410 ADVANCED ANALYTICAL MECHANICS

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisites: Physics 250 and Mathematics 210. (Not offered in 1992-93.)

420, 421 QUANTUM MECHANICS I & II

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Four lectures per week. Prerequisites: Physics 210 or Chemistry 320, (or permission of instructor) and Mathematics 210. (Not offered in 1992-93.)



POLITICS

Professor Jonathan F. Galloway: International Relations. Political Economy.
Professor Charles A. Miller: American Constitutional Law. Civil Liberties.
Professor W. Rand Smith: Comparative Politics. Political Economy.
†Associate Professor Paul B. Fischer: Local and Regional Studies. American Politics.
Associate Professor Ghada Hashem Talhami (Chairperson): Third World Politics. Women's Studies.
Assistant Professor Joseph Alulis: Political Theory. American Politics.
‡Lecturer Musifiky Mwanasali: African Politics.

The study of politics is an attempt to understand the phenomena of human governance. It has to do with power and authority, legislatures and courts, sovereignty and status, war and peace, ideologies and the public welfare. It can be studied through the history of peasant rebellions and municipal elections, through the discussion of justice and equality. It intersects with culture and economics. Research may be conducted by interview and microfilm, with the techniques of statistics and simulation and the aid of bibliographies and computers. One can breathe politics by living abroad, participating in campaigns, or working as an intern.

The courses in the Politics Department are designed to permit both majors and non-majors to study these themes and methods of politics. The major in the Department consists of a minimum of eight courses: two introductory courses (110 and 120) and six advanced courses. Under unusual circumstances an upper-level course may be substituted for an introductory course. The advanced courses must include (a) at least three at the 300 level or higher; and (b) one from each of the five subfields of politics, and in the following fashion: American Politics (220, 221, 222, 223, 320 or 322); Comparative Politics (210, 211, 212, 216, 217 or 219); International Relations (240 or 340); Political Theory (any 300 level course); and Public Law (360 or 365). The Department encourages study beyond the required courses, especially at the 300 level, in the senior seminar, and in courses arranged individually—tutorials, independent research, internships, and senior thesis.

‡Part-time Teaching, 1992-93.
†Sabbatical Leave of Absence, 1992-93

Notes on the introductory courses. (1) Politics 110 and 120 are independent of each other and may be taken in either order. (2) Each course is the normal prerequisite for further courses in the relevant area, but this may be waived with the permission of the instructor of an advanced course. (3) The two courses are designed for freshmen and sophomores. Juniors and seniors interested in a first course in politics should consult departmental faculty for advice; they may enroll in a 100-level course only with the written permission of the chairperson.

Note: In order to graduate with a degree in Politics, a student must attain a minimum 2.0 grade point in the major.

110 INTRODUCTION TO POLITICS FS
Mr. Miller, Mr. Galloway, Ms. Talhami

Basic concepts in political science; selected political systems outside of United States; some reading in political theory; topics in international relations. Note: Politics 110 is not a prerequisite for Politics 120.

120 INTRODUCTION TO AMERICAN POLITICS FS Mr. Galloway, Mr. Alulis

Origins of the American political system, basic institutions, political parties and interest groups; evolution of constitutional interpretation.

210 EUROPEAN POLITICS F Mr. Smith

Comparative study of selected governments of both eastern and western Europe. Other topics include: construction and breakdown of eastern and western blocs since World War II; democratization in eastern Europe; European economic integration.

211 COMMUNIST SYSTEMS IN CRISIS AND CHANGE S Mr. Smith

Analysis of historical influences and contemporary trends in communist (or formerly communist) nations. Consideration of political, economic, and social dynamics in Eastern Europe, Soviet Union, and People's Republic of China.

212 POLITICS OF THE THIRD WORLD S
Ms. Talhami

Special topics relating to Third World nations in Africa and Asia, e.g., industrialization and ecology; power and authority in non-industrial society and culture.

214 THE POLITICS OF SOUTH AFRICA

An examination of South African political institutions. Related topics include the religious justification for white supremacy, the growth of Afrikaaner identity, and the politics of patronage. The course will also cover the white regime's strategies for sharing power, the impact of foreign corporations and the growth of the Black national movement. (Not offered in 1992-93.)

215 POLITICS AND CULTURE OF JAPAN

An introduction to Japanese society, politics and culture. Prerequisite: Politics 110 or Sociology and Anthropology 110 or consent of instructor. (Not offered in 1992-93.)

216 THE POLITICS OF THE MIDDLE EAST F Ms. Talhami

Study will focus on the Arab states while considering such important themes as modernization/development, the military, the role of religion, intra- and extra-regional relations, oil, the Arab-Israeli crisis and Lebanon.

217 AFRICAN POLITICS F Mr. Mwanasali

A survey of the geography, social and political history, and post-independent politics of Black Africa.

219 THE POLITICS OF LATIN AMERICA S
Mr. Smith

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women and population policy.

220 POLITICAL PARTIES

American parties, pressure groups, and electoral problems. (Not offered in 1992-93.)

221 THE PRESIDENCY S Mr. Alulis

An analysis of the executive in national government. There will be special emphasis on the three elections of the 1980's.

222 CONGRESS S Mr. Alulis

The United States Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends.

223 URBAN AND SUBURBAN POLITICS

Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big city and suburban politics. (Not offered in 1992-93.)

225 POLITICAL ECONOMY OF HEALTH CARE IN AMERICA S
Mr. Dye, Mr. C. Miller

A survey of the existing system(s) and proposals for change; history and trends; the effect of technology and demography on national health needs; role of the government; interest groups among providers, consumers, and insurers; comparative studies (especially Canada). Prerequisites: Economics 110, Politics 120, and additional coursework in either department; or permission of the instructor. (Identical to Economics 225.)

240 AMERICAN FOREIGN POLICY S
Mr. Galloway

U.S. Foreign Policy at the end of and after the Cold War with reference to fundamental principles, perennial forces and the lessons of history.

241 AMERICA AT WAR S
Mr. Smith

American involvement in three wars: Korea, Vietnam, Persian Gulf. Topics include: war as an instrument of foreign policy, military goals and strategy, the combat soldier's perspective, public opinion, protest movements, constitutional issues (especially presidential vs. congressional powers), war's impact on society and politics.

250 INTRODUCTION TO POLITICAL THEORY

The course will examine the various meanings and importance that have been attributed to such concepts as freedom, equality, justice, morality, patriotism and citizenship. (Not offered in 1992-93.)

251 LIBERALISM

Central concepts of liberalism as a political tradition from the 17th century to the present: liberty, equality, property, diversity; readings from Hobbes, Locke, Federalist Papers, J.S. Mill, Rawls. (Not offered in 1992-93.)

253 THE FRAMING OF THE AMERICAN CONSTITUTION

Examines the theoretical background to, and the debates surrounding, the framing and ratification of the Constitution of 1787. Readings include Montesquieu, Madison's *Notes of Debates in the Convention, The Federalist Papers* and Anti-Federalist works. (Not offered in 1992-93.)

255 AMERICAN POLITICAL THOUGHT

Central themes of American political discourse: equality, liberty, minority rights, states' rights, and civil disobedience; readings from Jefferson, Hamilton, Madison, DeTocqueville, Calhoun, Lincoln, Brandeis, M.L. King, and contemporary theorists. (Not offered in 1992-93.)

260 LAW AND THE POLITICAL SYSTEM

Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulation, judicial decision; courts in politics; federalism; vigilante law. Prerequisites: Politics 120 or sophomore standing. (Not offered in 1992-93.)

262 PHILOSOPHY OF LAW

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Cross-listed as Philosophy 240. Not offered in 1992-93.)

290, 291 TUTORIAL

To be arranged individually with an appropriate faculty member.

316 PAN-ARABIST AND PAN-ISLAMIC MOVEMENTS

The life of the Prophet Muhammad as a role model for patterns of modern political leadership and socio-economic underpinnings of Pan-Arabist and Pan-Islamic Movements; role of Christian Arabs and missionary education in the development of modern nationalism; differences between Sunni and Shi'i fundamentalist thought; rise of mass political parties. Seminar format. (Not offered in 1992-93.)

318 TOPICS IN COMPARATIVE POLITICS I: WOMEN IN THE THIRD WORLD F
Ms. Talhami

The political and economic mobilization of women in the Middle East, Africa and Latin America with special emphasis on the role of religion and the impact of colonialism.

318 TOPICS IN COMPARATIVE POLITICS II: ADVANCED AFRICAN POLITICS S
Mr. Mwanasali

320 PUBLIC ADMINISTRATION

Analysis of the "accomplishing side" of government: how policies move from the decision stage into action. Emphasis on the structure and process of government organizations, and on the implementation, management and evaluation of programs. Some considerations of government-business relationships and trends toward deregulation and the privatization of government services. (Not offered in 1992-93.)

321 U.S. ENERGY POLICY F Mr. Smith

Examination of the policy process surrounding production and use of energy resources—oil, gas, coal, nuclear and solar. Topics include: energy corporations, OPEC, energy and American foreign policy, energy development vs. environmental protection, and political conflicts over energy use.

322 URBAN PUBLIC POLICY

An examination of a number of policy areas such as education, race, housing, crime and transportation, as they relate to the future of American cities. (Not offered in 1992-93.)

328 TOPICS IN AMERICAN POLITICS

(Not offered in 1992-93.)

330 POLITICAL BIOGRAPHY F
Mr. Galloway

An examination of traditional and psychoanalytic biographies of important political figures, such as Wilson, Gandhi, Hitler, L.B. Johnson. What are the opportunities and risks of understanding politics from the perspectives of the personalities of individual leaders? What is the impact of personality upon the policies of statesmen and states?

340 WORLD POLITICS F Mr. Galloway

Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

345 TOPICS IN INTERNATIONAL RELATIONS

(Cross listed as International Relations 345.) (Not offered in 1992-93.)

351 MARXIST THEORY AND MODERN CAPITALISM

The relevance of Marxist approaches to the study of contemporary capitalist societies, especially the United States, Western Europe, and Japan. Themes include: evolution of work and class structure, development of the modern corporation, international division of labor, role of the state in capitalist society, and forms of class consciousness and class conflict. (Not offered in 1992-93.)

353 TOPICS IN POLITICAL THEORY: MAN, THE STATE, AND WAR

Examines two classic and one contemporary theorist of international relations, diplomacy and war and the relation of these to larger questions about human nature and politics. The three theorists are Thucydides, Machiavaelli and Kenneth Waltz. (Not offered in 1992-93.)

357 POLITICAL THOUGHT: PLATO TO AQUINAS F Mr. Alulis

Western political thought from the Greeks through the Middle Ages. (Cross-listed as Philosophy 307.)

358 POLITICAL THOUGHT: MACHIAVELLI TO THE PRESENT S Mr. Alulis

Selected political philosophies from the 16th century to the present. (Cross-listed as Philosophy 308.)

359 PHILOSOPHICAL FOUNDATIONS FOR POLITICAL IDEOLOGIES S
Mr. Lombardi

Examination of contemporary philosophical justifications for liberalism, libertarianism, socialism. Emphasis on differences in views of human nature, freedom, and the ideal society. Readings from John Rawls, Robert Nozick, and Herbert Marcuse. Prerequisite: two courses in politics and/or philosophy. (Cross-listed as Philosophy 330.)

360 AMERICAN CONSTITUTIONAL LAW F Mr. Miller

A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 CIVIL LIBERTIES S Mr. Miller

Problems in civil liberties and civil rights relating law to political culture. U.S. court cases, materials from other countries, selected theoretical works.

390, 391 INDEPENDENT RESEARCH

To be arranged individually with an appropriate faculty member.

395, 396 INTERNSHIP IN POLITICS FS Mr. Fischer

Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. For more details, see page 14. (2 course equivalents.)

480 SENIOR SEMINAR S Ms. Talhami

The 1992-93 Seminar will be titled: The Crisis of Leadership in the Arab World. It will investigate the uneven pattern of state formation resulting from the colonial period; the inability of the economically-rich, but demographically weak states to lead; and the scarcity of charismatic leadership in the current Arab World. The Seminar will focus on different patterns and styles of leadership currently operating in that region, such as Saudi Arabian, Libyan, Egyptian, Syrian, and Iraqi leadership. Prerequisites: Politics 212 or Politics 216, or any comparative course at the 200 level.

490, 491 SENIOR THESIS

To be arranged individually with a faculty supervisor.

PSYCHOLOGY

Professor Ronald H. Forgus: Personality. Cognition-perception. Motivation. Clinical psychology and therapy.

Professor Robert B. Glassman (Chairperson): Brain research and theory. Learning and memory. Evolution and theory. Cognitive Science.

***Professor David L. Krantz: History and systems of psychology. Theories of madness. Social psychology of science.

*Professor Claire F. Michaels: Perception. Experimental psychology. Information processing. Psycholinguistics.

§Associate Professor Phylis M. Frankel: Counseling and clinical. Educational psychology. Diagnostic assessment. Child development.

Assistant Professor Nancy C. Brekke: Social psychology. Psychology and law. Personality. Sex roles. Decision Making.

Assistant Professor R. Sergio Guglielmi: Medical and health psychology. Psychophysiology. Personality. Cognition.

‡Lecturer Kathryn Dohrmann: Developmental Psychology. Human Sexuality. Public Health.

‡Lecturer Cheryl Y. Judice: Social Psychology. Race Relations.

‡Lecturer Naomi Wentworth: Developmental psychology. Motivation. Mathematical psychology.

Psychology is both a natural science and a social science. Through critical analysis and experimentation, we seek an understanding of the phenomena of mind and behavior, including the discovery of principles and laws that explain how and why human beings and animals behave as they do. We consider the meaning of those phenomena, principles, and laws for our lives, and we

§Part-time Teaching and Director of the Counseling Center
‡Part-time Teaching, 1992-93.
*Leave of Absence, 1992-93.
***Leave of Absence, Spring, 1993.

try to foster sensitivity and wise responsiveness to human problems. In keeping with this spirit, the department has three broad goals. First, and most obviously, we want our students to understand the fundamentals of psychology—the principles, the phenomena, and the laws. Second, we want our students to be able to "think like psychologists" in applying those fundamentals to analyze scientific, personal, and social issues. Third, our students should understand how their own values relate to the values inherent in the field of psychology.

The psychology major has four sets of course requirements:

1. 110 and 220—Basic courses that survey the field of psychology and explore its conceptual and quantitative foundations.
2. Two of the following: 310, 320, and 370—Courses that cover the basic processes (perception, learning and brain function) that provide the fundamentals of behavior.
3. Two of the following three: 330, 355, 375—Courses which give a foundation in understanding the social nature of human beings.
4. 400-level—Students must complete at least one senior level course or senior thesis.

Grade point average. To graduate with a major in psychology, students are required to have a minimum C average (2.0) in the courses selected to fulfill the requirements outlined in items 1 to 4 above. No less than a C- will be accepted for the major in any of these courses: an exception is Psychology 110, in which the minimum grade is C.

Senior examination. In the senior year, each major is required to take a comprehensive major exam. Its purpose is to provide an additional source of feedback to the Psychology Department and to the student about the educational experience in psychology. Graduation with a major in psychology requires taking the exam at one of the scheduled times; however, the score is used only for Psychology Department data collection, program evaluation, and student self-evaluation.

In addition to these requirements, the department asks that psychology majors consider the following:

- Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and mathematics.
- Psychology is a broad and diverse field. First, some content areas in psychology fall within natural science and others fall within social science. Second, psychology is concerned with both theoretical issues and applied issues. Third, the perspectives of individual faculty members are different. We encourage psychology majors to seek broad exposure across each of these three domains.
- Since all professional activity in psychology requires the ability to evaluate original research literature and much professional activity requires the ability to perform such research, applications for professional work or graduate study are significantly enhanced by study equivalent to Psychology 420 and by an independent research project or senior thesis.
- While the classroom, laboratory, and library are our centers of learning, many students find that their engagement in psychology is best expressed in independent work. One set of such opportunities comprises internships off campus in social service agencies, hospitals, special schools, and other settings. These experiences allow clinical, counseling, teaching, and other skills to be cultivated in preparation for later professional training. Another excellent set of opportunities for independent work is here on campus. Students carry out laboratory research projects with faculty members in various areas of experimental psychology or survey research. Course credit may be granted under the heading of a Research Project or Senior Thesis.

110 SURVEY OF PSYCHOLOGY FS
Mr. Krantz, Mr. Forgus, Mr. Glassman, Ms. Brekke, Mr. Guglielmi, Ms. Wentworth

A review of contemporary psychology, including considerations of scientific methods, biological bases of behavior, learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, and social interaction and diversity. Three lectures and one laboratory per week.

210 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE
FS Ms. Wentworth, Ms. Dohrman

The development of personality from conception through adolescence, with emphasis on the adaptive personality and on social issues associated with growth. Consideration of the interactions of cognitive, social, and physical processes in personality development. Prerequisite: Psychology 110.

211 ADULTHOOD AND AGING S
Ms. Wentworth

Examination of developmental processes associated with maturity and old age. Change, crises, and continued growth are assumed to be integral aspects of development during these time periods. Personality development will be approached in a holistic fashion, with attention given to physical and intellectual functioning. Prerequisite: Psychology 110.

220 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FS
Mr. Krantz, Ms. Brekke

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement. Prerequisite: Psychology 110.

235 CONFLICT MEDIATION F
Mr. Forgus

Contemporary psychological and ethnological research on human bonding and hostility. Applications of this research to such current problems as race and religious conflicts, family abuse, murder and disintegration, war and peace. Implications for improved social education and social organization. Emphasis will be placed on the practice of mediation to resolve disputes. Prerequisite: Psychology 110 or permission of instructor. Students with career interests, such as Business, International Relations, and Law, are invited to join psychology majors in this course.

295 CROSS-CULTURAL PSYCHOLOGY S
Staff

The subtle transaction between culture and behavior will be explored cross-culturally through the following topics: psychotherapy, a person's sense of self-control versus situational control of one's own behavior, need for achievement, stages in moral development, and management styles in work environments. Comparisons will emphasize data from the United States and Japan. Prerequisite: Psychology 110 or Sociology and Anthropology 110.

310 BASIC PROCESSES: PERCEPTION FS
Mr. Guglielmi, Ms. Wentworth

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice affer brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of these sensory systems, and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: Psychology 220.

318 PSYCHOLOGY APPLIED TO EDUCATION S Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. (Identical to Education 318.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

320 BASIC PROCESSES: LEARNING FS
Mr. Guglielmi

A survey of approaches to the study of learning and the nature/nurture issue, with emphasis on experimental studies and theory, reading scientific journals, individual course projects, and seeking relevancies with other areas of psychology. Prerequisite: Psychology 220.

325 PSYCHOLOGY OF SELLERS AND CONSUMERS

In what ways is our knowledge of individual psychology deepened by studying aspects of the social philosophy and 'psychoeconomics of our consumer society? How do basic principles of psychology interact with practical knowledge of salesmanship? Readings (including current scientific journal articles), discussions, independent projects, papers, examinations, and a strong emphasis on oral participation by students. With the collaboration of the CP&P office, Alumni Mentors in sales professions participate regularly. Prerequisites: Junior standing, and Psychology 220. (Not offered in 1992-93.)

330 MOTIVATION AND EMOTION FS
Mr. Forgus

A study of the origins and arousal of the range of motivations and emotions (including those for love, sexuality, competency, security and creativity). Human values, ethics and emotions will be considered as vital components of motivation. Important positive and negative aspects of motivation (such as satisfaction, peak experiences, fulfillment, frustration, conflict, violence and then redirection) will also be treated. Neuropsychological evidence as used in clinical practice will be considered. Prerequisite: Psychology 220.

340 PSYCHOLOGY OF WOMEN

Being female—what it means in our society, what it means biologically, and how all of this is incorporated into the behavior, thoughts and feelings of girls and women. Prerequisite: Psychology 110. (Not offered in 1992-93.)

345 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prerequisite: Psychology 110. (Not offered in 1992-93.)

350 ABNORMAL PSYCHOLOGY FS
Staff, Ms. Frankel

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 210 and 375 or permission of instructor.

355 SOCIAL PSYCHOLOGY FS
Ms. Brekke

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes; groups and their dynamics; cooperation, competition, and conformity in groups; racial, sexual and other social stereotypes, mass communication. Prerequisite: Psychology 220.

370 NEUROSCIENCE AND BEHAVIOR S
Mr. Glassman

How the brain participates in psychological processes: perception, motivation and emotion, learning, movement, consciousness. Discussion of some therapeutic drugs and drugs of abuse, and discussion of brain damage and recovery in humans. Laboratory sessions include experiments in animal behavior, demonstration of human brain waves, and comparison of computers with brains. Prerequisite: Psychology 220 or a suitable college course in mathematics or natural science.

375 PERSONALITY FS
Mr. Forgus, Mr. Guglielmi

The organization of personality, studied in the context of adaptive behavior and cognitive functioning. Topics include: theories, structure, dynamics, development, assessment, disorders, adaptive behavior and effective personality change. Prerequisite: Psychology 210 and 220 or permission of instructor.

380 PRACTICUM: WORKSHOP IN HELPING SKILLS S Ms. Frankel

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

410 HISTORY AND SYSTEMS OF PSYCHOLOGY F Mr. Krantz

An examination of major theoretical trends throughout the history of psychology, with particular emphasis on such paradigmatic questions as: reductionism, nativism vs. empiricism, experience and behavior. The question of how to situate classic texts will be explored by reading a significant work in the history of psychology. Prerequisite: Psychology 220 or senior standing in another major or permission of instructor.

420 DESIGN AND ANALYSIS OF EXPERIMENTS S Staff

Experimental design, statistical inference, and quantitative methods, with emphasis on analysis of variance and computer applications. Prerequisite: Psychology 220 or permission of instructor.

430 PSYCHOLOGY AND LAW S
Ms. Brekke

Does pornography cause crimes against women? Can polygraphs be used to tell whether criminal suspects are lying? Are eyewitnesses to crimes reliable? Can hypnosis enhance the accuracy of witnesses? What is the insanity defense? Could you ever be committed to a mental institution against your will? Does the death penalty deter crime? Can psychologists "rig" juries? How do juries make decisions? Are the courts biased against minority defendants? Can psychologists teach lawyers how to be more persuasive in the courtroom? We will consider these and other questions in Psychology and Law. In this course, we will survey the rapidly-growing field of psychology and law, and will consider: (a) how psychology can help the law, and (b) how studying the law can help psychology. Prerequisite: Psychology 220 or suitably advanced standing in other major area.

440 CLINICAL PSYCHOLOGY S
Mr. Forgus

This course is designed to help prepare the student for graduate school in clinical psychology or for employment in clinical settings by providing instruction and practicum experience in the diagnosis and remediation of individual, child, marriage, family and community problems. This includes psychotherapy. These clinical skills are practiced in the context of theories about the nature of persons, human satisfaction and values. Prerequisite: Psychology 330 or 375.

450 HEALTH PSYCHOLOGY F
Mr. Guglielmi

Health psychology is a rapidly growing field which focuses on the relationship between psychosocial factors and physical health/illness. Representative topics explored in this course include: The role of behavior in health and disease, the neurobiology of stress and emotion, the major stress-related disorders (e.g. coronary heart disease, cancer, headaches), prevention strategies and psychologically-based treatment approaches. Although these issues are frequently treated in the media and in the popular literature, this course will focus on health psychology from a scientific perspective. Prerequisite: Psychology 220 or suitably advanced standing in another area.

480 SENIOR SEMINAR

Contemporary issues in a broad range of topics will be examined via discussion between the psychology staff and invited students. Among the areas discussed will be: personality, learning, social psychology, developmental psychology. Prerequisite: Senior standing. By invitation only. (Not offered in 1992-93.)

RELIGION

Professor Dan Cole (Chairperson): Biblical Studies. Near Eastern Archaeology. Classical Civilization.
§Associate Professor Ronald H. Miller: Comparative Religion. Biblical Theology. Jewish-Christian Dialogue.
‡Lecturer Catherine Benton: Comparative Religion. Asian Religion. Cross-cultural Studies.
§§Lecturer Herbert Bronstein: Judaic Studies.

Courses in the Department of Religion are intended to offer students some understanding of religious thought, art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider the Independent Scholar program, in which they can combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

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§Dean of Students and Part-time Teaching, 1992-93.
§§Senior Rabbi, North Shore Congregation Israel, Co-sponsored by the Jewish Chautauqua Society.
‡Coordinator of Interfaith Ministry and Part-time Teaching, Fall, 1992; Director of ACM India Studies Program, Spring, 1993.

103 ODYSSEYS: JOURNEYS OF THE HUMAN SPIRIT F

Mr. Cole

Starting with Homer's Odyssey, this course will examine several famous literary "journeys" from several different times and places. In what ways do these quest-accounts reveal their authors' differing cultural assumptions? Do these literary explorations serve at times to challenge traditional values or to provide the occasion for "inner journeys" of self-discovery? Readings for group discussion or individual investigation will be drawn from such diverse possibilities as the Babylonian *Gilgamesh Epic, Candide, Huckleberry Finn, Heart of Darkness, Passage to India* and *Grapes of Wrath*. (Cross-listed as Comparative Literature 103 and Freshman Studies 103.)

115 RELIGIOUS APPROACHES TO EXISTENCE

This course focuses on several fundamental religious questions, such as the nature of evil, the meaning of suffering, concepts of the transcendent, and how various traditions define a religious life. Readings include religious autobiographical writings from Judaism, Hinduism, a native American tradition, Buddhism, and a Mexican shaman tradition, as well as an ancient Sumerian epic. Both class discussion and the writing of analytical papers will be emphasized. (Not offered in 1992-93.)

201 INTRODUCTION TO THE BIBLE F

Mr. Cole

An overview of the Hebrew Bible (Old Testament) and the Christian New Testament, examined within the historical and cultural settings from which the biblical scriptures emerged. Emphasis will be on analysis of primary readings drawn from the major genres of Biblical literature: early myths and legends, saga and historical chronicle, prophecy, psalms, apocalypses, gospels and letters. Readings will include passages most important for later art, literature and theological treatment. (Cross-listed as Comparative Literature 207.)

206 THE SELF AND SALVATION

Beginning with Hebrew Biblical religion and Judaism in comparison first with Christianity and Islam, the course will attempt to define the meaning of salvation in its relation to the search for the "Self." The comparative methods will be followed, emphasizing especially the mystical stream in major world religions. Such texts as the prophets of Israel and the Book of Job in comparison with the Bhagavad-Gita, Zen texts and later mystical literature will be examined. (Not offered in 1992-93.)

207 RELIGION IN CONTEMPORARY AMERICA

A study of current developments in American religion. The class will focus on the discussion of the new Religious Right, Black theology, alternative religions, trends within Judaism, Catholicism after Vatican II, and New Age religion. (Not offered in 1992-93.)

209 ARCHAEOLOGY OF THE BIBLICAL WORLD S

Mr. Cole

A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Israel, Jordan and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Also listed as Sociology/Anthropology 209.)

215 JUDAISM: THE INNER DESIGN S

Mr. Bronstein

The course will investigate, through the structures, concepts, mythemes and metaphors of ancient and modern Judaism, its coherent design; and by way of comparison with other religions on such issues as 'this-worldly"/"other worldly," motive and deed, mythical self-transcendence etc., its contributions to human spirituality. Lectures, discussion and the reading of original texts will constitute the materials of the course.

216 THE JUDAIC TRADITION: MASTER TEXTS

An overview of the Jewish tradition from the period of the Hebrew Bible to the present day, through an examination of great Jewish religious texts with concern for the changing historical contexts from which the readings have emerged. (Cross-listed as Comparative Literature 216. Not offered in 1992-93.)

217 RELIGIONS OF ASIA F Ms. Benton

An introduction to the religious traditions of Hinduism, Buddhism, and Daoism. Focusing on their historical development as well as their belief structures, we will read ancient, classical and modern texts, and discuss the responses of the traditions to such issues as the nature of the universe and the place and purpose of human beings within the universe.

218 RELIGIONS OF THE MIDDLE EAST

An introduction to Judaism, Orthodox Christianity, and Islam. We will examine the interconnected histories, scriptures, and beliefs of these influential religious traditions of the Middle East. Emphasizing mystical movements as well as the orthodox traditions, we will read primary scriptural texts as well as later legendary, theological, and popular works. (Not offered in 1992-93.)

219 WESTERN CHRISTIANITY S
Mr. R. Miller

Discussion will center around primary theological sources representative of the early Latin fathers, the high Middle Ages, the Reformation, and the Christian philosophers/theologians of the nineteenth and twentieth centuries. Authors studied include: Aquinas, Augustine, Luther, Kierkegaard and Tillich.

221 INDIAN RELIGIOUS TRADITION THROUGH STORY LITERATURE

Stories are one of the oldest and most effective means of communicating religious values and ideals, as well as one of the least threatening ways of questioning these same values and ideals. At the same time storytelling has always been and continues to be entertaining, in India as in most other cultures. This course will examine the hidden and more obvious teachings of worldview and ethic imbedded in a variety of tales, and the ways narrative has functioned as "teacher" in the Indian religious traditions, Hinduism and Buddhism. Possible texts: Animal stories (Pan catantra, Hitopadesa, Jataka), mythological stories focused around the gods and goddesses, and contemporary stories of saints and miracles. (Cross-listed as Comparative Literature 220. Not offered in 1992-93.)

222 CLASSICS OF ASIAN THOUGHT: INDIAN AND ISLAMIC TRADITIONS

This course will explore the values, beliefs and worldviews of the Indian and Islamic worlds, through discussion of selections from the classic literature of these traditions. The readings will cover a span of history from ancient to modern periods and will involve subject matter ranging from philosophical speculation about the nature of the universe to the story of a king who loses his wife to a ten-headed demon. (Cross-listed as Comparative Literature 226. Not offered in 1992-93.)

223 ASIAN THOUGHT: CHINA AND JAPAN F Mr. Hull

In-depth examination of selected thinkers of textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity and freedom, as well as distinctive Asian concepts of nirvana, no-self and Tao. (Cross-listed as Philosophy 275.)

275 FEMININE IMAGES OF THE DIVINE F
Ms. Benton

Focused on the ways different religious cultures have incorporated images and ideals of the feminine into the practice and teaching of their traditions. These images and ideals range from various goddesses to saints to those called "holy women" in India. Topics will include: early images of feminine deities in ancient Mesopotamia and the Near East as well as characters drawn from the Greek pantheon, the widely varying images of Mary found in different Christian cultures, diverse images of the goddess in Hinduism, the Chinese female bodhisattva Kwan-yin, and feminine images of the divine in mystical Islamic poetry. (Cross-listed as Comparative Literature 275.)

301 SPECIAL TOPICS IN RELIGION

(Not offered in 1992-93.)

302 THE BIBLICAL PROPHETS

The oracles and writings of the Hebrew prophets, examined both in their immediate historical contexts and against the background of the ancient Near Eastern cultural setting: from the early reforming prophets' calls for social justice to poetic visions of world peace in a messianic age to the apocalyptic warnings of later prophets. Prerequisite: Religion 201 or junior standing. (Cross-listed as Comparative Literature 305. Not offered in 1992-93.)

303 JESUS IN GOSPELS, LEGEND AND HISTORY

Close examination of various portraits of Jesus, from New Testament gospels and early non-canonical "gospels" through recent portrayals in literature and film. Attention also will be given to contemporary scholarly attempts to reconstruct the historical Jesus. Prerequisite: Religion 201 or junior standing. (Not offered in 1992-93.)

304 EARLY BIBLICAL NARRATIVES F
Mr. Cole

Close examination of the earliest narrative traditions in the Bible, from the Genesis creation and patriarchal accounts to the stories of the Exodus, Conquest and Judges of ancient Israel. Attention will be given to ways in which the traditions may have taken shape out of historical memory, folklore and ancient Near Eastern myth. Attention will also be given to ways in which these narratives reflect early Israelite religious convictions and helped shape later Biblical perspectives. Prerequisite: Religion 201 or junior standing. (Cross-listed as Comparative Literature 304.)

305 PAUL'S LETTERS AND THE FIRST CHRISTIANS S Mr. Cole

Close examination of the letters of Paul and others of the earliest Christian writings in the New Testament. Attention both to the historical and cultural background of the writings and to their influence in the shaping of Christian theology and practice. Prerequisite: Religion 201 or junior standing.

306 TOPICS IN ANCIENT HISTORY: GREEK AND ROMAN RELIGION
Mr. Georges

Seminar on issues in the social and intellectual forms of religion in the Greek and Roman worlds, from the Homeric Age to the early Christian era: primitive beliefs, warrior religion, women's cults and women's roles, mystery religions and magic, ruler worship, pagan philosophies, and the pagan background of early Christianity. Prerequisite: one course in ancient history, philosophy or literature, or consent of the instructor. (Cross-listed as History 305.)

400 THE AMERICAN WRITER AS RELIGIOUS THINKER

Examination of 19th and 20th century literary works which articulate the experience of American Catholics, Jews and Protestants. Topics for discussion and research will include religion and American identity, issues of religious tolerance and pluralism in American culture, and the influence of American theology and ecclesiastical history on writers ranging from Emily Dickinson to Thomas Merton. Prerequisites: English 204 or 205 plus any 200-level course in Religion. The 200-level Introduction to American Studies will be prerequisite for students in the American Studies Program. (Not offered in 1992-93.)

SOCIOLOGY AND ANTHROPOLOGY

Professor Arlene Eskilson (Chairperson): Cross-Cultural Sociology and Social Psychology. Methodology. Gender. Managerial Roles.
Associate Professor Jennifer Wallace: Sociology. Applied Fields. Family. Inequality. Urban Research. Medical Sociology. Social Policy. Social Problems. Deviance and Crime.
**Assistant Professor Ahmad Sadri: Social Theory. Political Sociology. Sociology of Religion. Sociology of Intellectuals.
Instructor Kurt Ham: Africa. Development Issues. Gender.

Although Sociology and Anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the Department are directed toward the discovery of general principles which help to explain similarities and contrasts in human social behavior. To this end, work in the Department centers upon the comparative analysis of human societies. We emphasize study of both modern and pre-modern societies, including issues of contemporary social policy.

Introduction to Sociology and Anthropology (110) serves as the prerequisite for most higher level courses. Courses at the 100 level are designed for freshmen and sophomores. Juniors and seniors are admitted to 100-level courses only with prior consent of the instructor, but are encouraged to enroll in 200-level courses *without prerequisite*. Sociology and Anthropology 210 is designed for sophomore students: juniors and seniors admitted only under special circumstances. All courses in Sociology/Anthropology incorporate cross-cultural comparisons, but courses in which an anthropological perspective predominates include 201, 221, 251, 261.

Majors complete a minimum of nine courses in the Department, which must include 110, 210, 310, 320, 395, and either 420 (Senior Seminar) or a senior thesis. Students who do not write a senior thesis must exercise their 'sociological imagination' beyond the classroom by electing at least one of the following: an independent study or creative project, an off-campus internship, or participation in an off-campus program such as Urban Studies, or an LFC, AMC, or other approved program. When possible, at least one elective must be taken from among the courses with an anthropological emphasis, all of which end with the number "1." A grade of C- or better must be earned in all courses counted toward the major.

Majors planning graduate studies in Sociology, Anthropology, Demography, Social Service, or Social Policy are strongly urged to take courses in Mathematics, Computer Science, and Statistics.

The Department takes special interest in encouraging senior thesis work leading to the degree with honors in the major.

107 REBELLION AND REVOLUTION: COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS F
Ms. Wallace

When is social life disturbed? There are established ways of challenging existing patterns of social life: these are called social movements. There is also social action which occurs in less structured ways, when people try to work out common responses to situations: lynch mobs, riots. This course will examine both distinct forms of social action, as well as definitions, types, theories, tactics, and the life course of various forms of collective behavior, and social movements. (Cross-listed as Freshman Studies 107.)

108 UTOPIAS: SOCIAL SOLUTIONS TO SOCIAL PROBLEMS

How might one imagine, or construct, a perfect society? This course examines the utopian vision of thinkers in various historical periods, as well as attempts to realize utopian communities on earth. Special attention will be given to different experiments made with ideal communities in America, and to the "real world" conditions of their success or failure. The culminating experience in the course involves identifying and seeking solutions for social problems which make our society less than utopian. (Not offered in 1992-93.)

110 INTRODUCTION TO SOCIOLOGY AND ANTHROPOLOGY FS
Ms. Eskilson, Mr. Sadri, Ms. Wallace

An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. (Juniors and seniors admitted only with explicit consent of instructor.)

114 CHICAGO SOCIOLOGY

Basic methods and content of social research will be explored through reading classic, early and contemporary studies of Chicago, supplemented by on-site visits to the neighborhoods examined in these investigations. Special focus on issues of gender, race, ethnicity, and social class. Limited to freshman and sophomore students. (Not offered in 1992-93.)

170 CONTEMPORARY SOCIAL ISSUES

How do social conditions and trends come to be identified as "problems" and "issues?" What are the implications of defining something (or some group) as a "problem"? From an international and comparative perspective, this course examines a select number of recognized social issues, including colonialism, social inequality—race, racism and poverty, alienation, and technological advances that are altering the occupational structure of our society. The course will also consider some recent critiques of our society, and how social movements have mobilized around these criticisms. (Juniors and Seniors admitted only with explicit consent of instructor.) (Not offered in 1992-93.)

201 GENDER IN CROSS-CULTURAL PERSPECTIVE F Mr. Ham

This course focuses upon sex roles in societies and in epochs other than our own. The cultural and biological roots of women's subordination will be examined as will the social bases of women's power and influence. Prerequisite:# Sociology and Anthropology 110. (Not offered in 1992-93.)

**Leave of Absence, Fall, 1992

Requires prerequisite for Freshmen and Sophomores. Open to Juniors and Seniors without prerequisite.

202 GREECE IN THE BRONZE AGE S (March)**

Prerequisite: # Sociology and Anthropology 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 202. See page 58 for description.)

203 GREECE IN THE CLASSICAL-ROMAN AGES S (April)**

Prerequisite: # Sociology and Anthropology 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 203. See page 58 for description.)

204 GREECE IN THE BYZANTINE-MEDIEVAL AGES S (May)**

Prerequisite: # Sociology and Anthropology 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 204. See page 58 for description.)

206 POWER AND SOCIETY

The social bases of political control and political participation; processes of social stratification (socio-economic classes, minorities, ethnic communities, gender-based organizations.) Group interests and the development and resolution of conflict. (Not offered in 1992-93.)

209 ARCHAEOLOGY OF THE BIBLICAL WORLD S Mr. Cole

A survey of archaeological research in the Near East relating to Biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Cross-listed as Religion 209.)

210 PRINCIPLES OF SOCIAL ORGANIZATION F Ms. Wallace

Are human beings free—or prisoners of society? This course examines how people organize social life, and the effects of this organization: when does establishing order become discrimination? This course focuses on how people organize to meet their daily needs, and on all aspects of social organization which are attributable to social—not physical or psychological—conditions. Theories, cross-cultural comparisons of social organization, and the building blocks of social organization will be explained. Prerequisite: Sociology and Anthropology 110.

217 SOCIOLOGY OF WORK

The meaning of "work" from a cross cultural perspective with a focus on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross cultural comparisons of the social definition of work, and on the organization of work in the U.S. including types of occupations, power distribution within occupations, and changes in the work force. Participant observer studies will provide comparisons of the work worlds of pink, blue, and white collar workers. Prerequisite: # Sociology and Anthropology 110. (Not offered in 1992-93.)

221 PEOPLES AND CULTURES OF MODERN AFRICA S Mr. Ham

Introduction to contemporary society (rural and urban) in Subsaharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis: problems of rural development, rural-urban migration, and structural changes of economic, political and social formations in the various new nations. Prerequisite: # Sociology and Anthropology 110.

222 SOCIAL FOUNDATIONS OF EDUCATION

A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-social changes and changes in educational practices. Schools are examined as institutions which influence the social as well as the academic development of American youth. Prerequisite: # Sociology and Anthropology 110 or Education 210. (Cross-listed as Education 222. Not offered in 1992-93.)

240 DEVIANCE F Ms. Wallace

How society defines deviants—its outcasts and outsiders—and how the people so defined respond to this categorization; the nature of "normal" and "abnormal", legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in sex roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. Prerequisite:# Sociology and Anthropology 110.

251 CULTURAL ECOLOGY

This course is an exploration of human adaptations to the natural setting including an analysis of such global issues as the use and depletion of natural resources, past and present, limits to growth and productivity, population pressures and the politics related to food supply. Comparative studies form the basis for the evaluation of current theory related to the interaction between people and their environment. Prerequisite: #Sociology and Anthropology 110. (Not offered in 1992-93.)

260 SOCIAL PSYCHOLOGY

The relationshp between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. Prerequisite:# Sociology and Anthropology 110. (Not offered in 1992-93.)

261 CULTURAL ANTHROPOLOGY F Mr. Ham

An introduction to cultural and social anthropology which integrates theoretical rationales with ethnographic accounts of societies in various parts of the world. Explores major trends in the history of the discipline through selected topics, including the concepts of society and culture, racial theories, ethnographic method, structural/functional analyses of socio-religious, -political and -economic systems and the role of anthropology in social activism. Prerequisite: #Sociology and Anthropology 110. (Not offered in 1992-93.)

280 SOCIOLOGY OF GENDER S Ms. Eskilson

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the 20th century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future life styles and implications for social policy. Prerequisite:# Sociology and Anthropology 110.

285 SOCIAL STRUCTURE AND CULTURE THROUGH FILM S Mr. Sadri

This course combines a historical survey of narrative films and an overview of international schools of film making and couches them in a sociological framework. The questions of treatment of the "other" (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, utopias and distopias portrayed in science fiction movies will be addressed. Prerequisite: Sociology/Anthropology 110. Required: an additional weekly lab session for viewing movies.

300 SOCIAL SERVICE AND SOCIAL POLICY

The course tracks the institution of "social problems" in the U.S. through a practical and theoretical understanding of how we identify social problems, social movements which grow out of these problems, and policies and programs developed to deal with these problems. The meaning of social service, including theoretical interpretations, historical perspectives, and social perspectives. Emphasis on current social services in the U.S.—course includes a site visit and field trips. Discussion of services in fields such as mental health, physical health, housing, education, public aid, and employment. Prerequisite: Sociology and Anthropology 110. (Not offered in 1992-93.)

310 SOCIAL RESEARCH: DESIGN F Ms. Eskilson

Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for junior year. Prerequisite: a grade of C or better in Sociology and Anthropology 210; Sociology and Anthropology 110.

**Offered only in Greece.
#Requires prerequisite for Freshmen and Sophomores. Open to Juniors and Seniors without prerequisite.

#Requires prerequisite for Freshmen and Sophomores. Open to Juniors and Seniors without prerequisite.

320 SOCIAL RESEARCH: TECHNIQUES S Ms. Eskilson

Application of research skills in carrying out an actual research project. Data analysis techniques including multivariate analysis and social science computer skills using the SPSSX program. Prerequisite: A grade of C or better in Sociology and Anthropology 310.

330 URBANIZATION

The growth of urban areas, their meaning to the modern world, the impact of urbanization on social life in a cross-cultural comparison. Focus of attention will be readings ouside the U.S. with a "laboratory" of a local city for purposes of comparison and practical application of ideas—rates of urbanization, types of urbanization, history of urbanization and the social meaning of urbanization. Included will be the impact of urbanization on the family, social organization, the world of work and leisure. Prerequisite: Sociology and Anthropology 110. (Not offered in 1992-93.)

370 SOCIAL INEQUALITY

A comparative study of various forms of social inequality. Analysis of various dimensions of equality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small intimate groups to large scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110. (Not offered in 1992-93.)

375 HISTORY OF SOCIAL THOUGHT

The works of leading social thinkers whose ideas have profoundly influenced concepts of social life in the modern world. Special attention to Plato, Aristotle, Hobbes, Locke, Marx, Weber and Durkheim. Discussion of how their theories square with the facts and the power of these theories as instruments of historical change in the world today. Prerequisite: Sociology and Anthropology 110. (Not offered in 1992-93.)

380 POLITICAL SOCIOLOGY

Analysis of political structure and processes in varying types of societies, including traditional pre-industrial, developing, and modern societies. Theories of Hegel, Lukacs, Spencer, Weber and Arendt on the evolution of the state and critiques of authoritarian, totalitarian, and democratic political systems. Social bases of the distribution of power and political participation. Prerequisite: Sociology and Anthropology 110. (Not offered in 1992-93.)

385 INTELLECTUALS AND SOCIETY

What is the role of intellectuals and the intelligentsia in the classical, medieval, and modern Occident? What characterizes people of knowledge in these and non-Western civilizations? A cross-cultural comparison of the development of intellectual elites in various arenas including Asia, the Islamic World, Eastern and Western European and American cultures. Prerequisite: Sociology and Anthropology 110. (Not offered in 1992-93.)

395 SOCIAL EXPLANATION AND THEORY S Mr. Sadri

Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social science. Prerequisite: Sociology and Anthropology 110.

451 INTERNSHIP

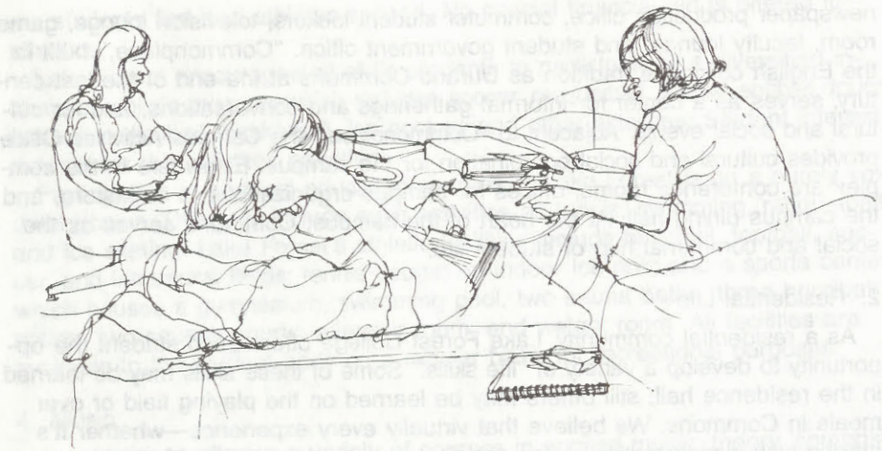
453 TUTORIAL

454 RESEARCH, INDEPENDENT STUDY

480 SENIOR SEMINAR: SOCIAL PROBLEMS S Ms. Wallace

Selected topics will be offered each year in a culminating experience for majors. In 1992-93, the seminar will concern the definition of social problems, different methodologies and approaches to the study of social problems, with a focus on the roles of vested interests and contesting pressure groups.

490 SENIOR THESIS



Student Life

Students in the Campus Community

The small campus environment is an integral part of the liberal arts college tradition. Students at Lake Forest reflect this special tradition both in the range of their activities and also in their participation in campus governance. Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. The Campus Activities Office works with student groups in planning and arranging for social and cultural affairs, and in maintaining an all-campus calendar of events. Students participate on all governance committees, in the judicial system, and on the Board of Trustees and its relevant committees.

The design of the campus and its buildings encourages community life. In Commons students come together for meals, recreation, and special events—often to be joined by faculty. The residence halls provide students with opportunities to encounter others from diverse backgrounds and cultures while also developing individual life-styles. And as in all communities special services are needed—in this one these services have been designed to reflect Lake Forest's particular opportunities and needs. Thus, academic and personal guidance, health care, and cultural offerings are uniquely structured for Lake Forest students.

Student Life

1. Commons

The varied character of this central facility reflects the diversity of life at the College. The facility includes the snack bar, mail room, radio broadcast facility,

newspaper production office, commuter student lockers, television lounge, game room, faculty lounge, and student government office. "Commonplace," built in the English collegiate tradition as Durand Commons at the end of the last century, serves as a center for informal gatherings and conversations, and for cultural and social events. Adjacent to "Commonplace," the Campus Activities Office provides cultural and social coordination for the campus. Elsewhere in the complex are conference rooms, offices for campus organizations, a bookstore, and the campus dining hall. At the heart of the campus, Commons serves as the social and communal hub of student life.

2. Residential Life

As a residential community, Lake Forest College offers each student the opportunity to develop a variety of "life skills." Some of these skills may be learned in the residence hall; still others may be learned on the playing field or over meals in Commons. We believe that virtually every experience—whether it's making new friends, writing a play, deciding on a major, or living with roommates—should be regarded as an invitation to learn and to grow. Members of the faculty, administration, and residence staff all share in the responsibility for building and maintaining a sense of community which recognizes each student's *need* to learn and values each student's *right* to learn.

Ten residence halls provide options which include single sex, coeducational, upperclass, freshman, and 24-hour quiet living environments. Freshmen may live with upperclassmen or other freshmen. The residence halls contain their own lounges for study and social activities, and most of them also have computer rooms which provide 24-hour access to microcomputers and printers.

Residence hall student staff are selected in order to foster an environment which enhances learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community.

Upperclassmen may live off-campus upon approval from the Dean of Students Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

3. Athletics

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramural activities, physical education, and Club Sports.

The intercollegiate program for men and women includes varsity competition in basketball, football, ice hockey, lacrosse, soccer, handball, volleyball, swimming, softball and tennis. The College is a member of the Midwest Collegiate Athletic Conference which includes institutions such as Grinnell, Lawrence and Beloit. Intercollegiate competition is viewed as a valuable form of self-expression for students and as a vital contributor to community spirit. Lake Forest athletes are students first and athletes second. No special financial aid is offered for athletics.

Lake Forest encourages all of its students to participate in a diversified intramural athletic program which includes soccer, racquetball, tennis, softball, touch football, volleyball, basketball, ice hockey, and other activities. Student interest determines the activities provided.

Participation in physical education courses at Lake Forest is on a purely voluntary basis. Offerings include such activities as tennis, swimming, racquetball and ice skating. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center which houses a gymnasium, swimming pool, two sauna baths, three handball courts, two squash courts, exercise room, and weight room. All facilities are available to the student body on a regular basis for recreational purposes.

4. Music

In addition to offering a variety of courses in applied music, theory, composition, and music history, the Music Department supports the Lake Forest College Singers, the Jazz Ensemble, a new-music ensemble, and numerous informal chamber groups. Compass, a student musicians' organization, presents numerous events—regular Coffee Houses, Sunday Recitals, solo recitals, and other concerts—featuring these ensembles throughout the year. Numerous professional groups—including Chicago-area rock bands, blues bands, chamber ensembles, solo recitalists, and gospel choirs—give concerts on campus. Student rock bands perform on campus and in local clubs, and they are encouraged to use the College's electronic-music/recording studio.

A new college/community orchestra, the North Suburban Symphony, rehearses on campus and presents four concert programs a year. Interested students are invited and encouraged to play with this orchestra.

5. Theatre—The Garrick Players

Lake Forest College students participate in an active campus theatre program, highlighted by a flexible theatre and professional direction and design. The Allan Carr Theatre in Hixon Hall is an intimate and unique showcase for performing arts. This fully equipped facility adapts to proscenium, thrust and experimental staging configurations, and is a center for campus theatre activity.

A wide variety of classic, contemporary and original productions—open to all students—offers experience in all aspects of theatre: acting, directing, playwriting, designing, costuming, lighting, stagecraft and publicity. The season is managed and staffed by the Garrick Players, an extra-curricular student organization with a campus and community history of excellence reaching back to the last century. With significant participation in at least one production, a student achieves Garrick voting membership. The group elects an Executive Board in the spring to serve for the following year, working in cooperation with the faculty director.

The theatre program emphasizes practical experience under professional instruction and direction. Guest artists from the Chicago theatre community have conducted workshops and are employed as occasional designers and directors. Although major productions are directed by professionals, including an on-campus Director of Theatre, the program offers students considerable opportunity in initiating and directing their own projects, including directing studio productions and producing their own original plays.

Although a theatre major is not offered, courses in playwriting, beginning and advanced acting and design, and theatre history are offered. In addition, creative project credit is available for in-depth, specialized study and practice, in coordination with Garrick Players productions.* Students also enroll in theatre and dance courses at neighboring Barat College through cross-registration, and may participate in Barat's productions. In addition, Lake Forest College sponsors internship opportunities with various Chicago theatres and offers occasional on-campus bookings of professional groups as well as excursions into the exciting Chicago theatre scene.

Recent Garrick Players productions have included *Children of a Lesser God, She Stoops to Conquer, The Importance of being Earnest, Tartuffe, Execution of Justice, The Trojan Women, A Doll's House*, and *The Crucible*, in addition to many original student plays.

6. Communications

THE STENTOR, the College newspaper, is the weekly journal of the students. The Campus Activities Office publishes a weekly CAMPUS CAPSULE which includes information on campus events and official College announcements. THE FORESTER, the College yearbook, is published annually. The fine arts magazine, TUSITALA, includes writing, drawing, and photography by students and, occasionally, by members of the faculty. COLLAGES, the foreign language literary magazine, includes original prose and poetry in French, Spanish, and German by Lake Forest College students and faculty. Several well-equipped College darkrooms are used both by photographers working on student and College publications and by students who are just becoming acquainted with the art and practice of photography.

The campus 300-watt radio station, WMXM (broadcasting at 88.9 FM), is operated by students and has a daily broadcasting schedule devoted to music, sports, campus news, and special programs.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are encouraged to participate in these enterprises.

*See also "Theatre," page 48 for course descriptions and further information.

7. Campus Events

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Campus Activities office in Commons, students may obtain information about music, art, and theatre in the city and suburbs. The office also offers a series of bus trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. The Sonnenschein Gallery in Durand Institute is another continuing art resource.

A Friends of the Arts group solicits from community residents concert and other tickets which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Campus Entertainment Committee is responsible for organizing all types of campus events ranging from comedians and hypnotists to blues bands. They are also responsible for planning such traditional events as Homecoming and Festival of RA. The center for these activities is the Campus Activities Office. Anyone who is interested in being involved with these activities can stop by the Campus Activities Office.

In addition, each year, through the generosity of the Sonnenschein Endowment Fund an Artist-In-Residence is invited to the campus for an extended period of time to give poetry readings, to deliver public lectures, and to meet informally with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments, as part of the weekly Convocation series, or for short visits combining lectures with other meetings with students.

8. Volunteer Community Service

Lake Forest College students have many opportunities to do volunteer community service work in nearby towns and cities and the College encourages volunteer work through its membership in the Campus Compact Project for Public and Community Service. There are various student organizations that do social service work, such as Best Buddies, Social Services Organization and the Interfaith Center. The central hub of all volunteer activities is the Campus Activities Office. Individual students and student organizations interested in doing volunteer projects can stop by the activities office for resources and further information.

Best Buddies is a new program designed to match college students with mentally handicapped children. The college student acts as a big brother/ big sister mentor. Activities have included hayrides, bowling, and trips to Great America. For more information on how to get involved, stop by the Campus Activities Office.

The Social Services Organization coordinates groups of volunteers who work

regularly for community service agencies. Last year the main focus was to send students every Friday to a soup kitchen in a Waukegan church. Social Services also organized Saturday work teams to repaint and repair buildings for the Lake County Housing Authority, and worked at shelters for the homeless. On the agenda for the future are visits to nursing homes, and a big brother/sister program for young people in Waukegan and North Chicago. In addition, Social Services provides information and activities related to courses, research, and internships in the field of social service.

The Interfaith Center leads two major outreach programs. The first is a fall Fast for World Harvest project on campus that seeks to raise money for the hungry. The second is a program to send work teams to Appalachia to repair homes during the College's spring recess.

Religious Activities

Through the Lilace Reid Barnes Interfaith Center, the College continues its traditional relationship with the Presbyterian Church in a context of religious plurality and dialogue. A student steering committee suggests and implements programs to meet current campus needs. Activities sponsored include: Sunday services, New Testament Study, Sabbath celebrations, and afternoon meditations. The faculty coordinator, Ms. Catherine Benton of the Religion Department, serves as liaison with the Dean of Students Office and with the student steering committee. She also works with local clergy in facilitating their ministry to our religiously diverse student body.

Developmental Services

A comprehensive guidance program recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality, and at the several stages of progress through a college career.

1. Residence Hall Staff

The Office of the Dean of Students selects several upperclass men and women to serve as advisors in the residence halls. In each residence hall student residence staff—led by a Head Resident and supported by Resident Assistants—provide peer based counseling, coordinate programming, enforce residence hall regulations and, in general, strive to create an environment responsive to individual needs and conducive to study and growth.

2. Career Planning and Placement

The Career Planning and Placement office assists all students—at any point during their college years—in the development of their career objectives. Workshops and individual counseling provide advice for job-hunting strategies such as resumé and cover letter writing, interviewing, and occupational research. Computer-assisted career guidance is also available. A recently developed Mentor Program has been designed for Juniors and Seniors who wish to speak individually with alumni concerning career opportunities. Mentor-student matches are based on common career interests. While there are several graduate schools and employers represented in the on-campus recruitment program, emphasis is placed on "taking the job search to the street." The CP&P network of contacts in the profit and non-profit sectors helps to "open doors" for initial interviews and provides students with first-hand information about a wide variety of career opportunities.

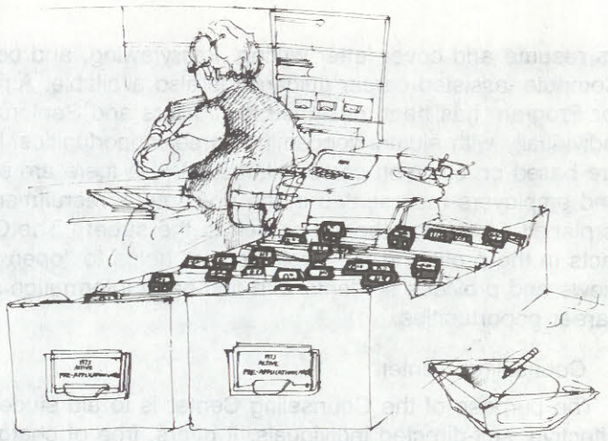
3. Counseling Center

The purpose of the Counseling Center is to aid students in becoming more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, social, academic, or career problems. Service is offered in dealing with emotional difficulties or factors hindering a student's ability to benefit fully from his/her college experience. In addition, it helps in identifying aptitudes, interests, and personality traits affecting the choice of educational programs and/or careers. The Office is also committed to offering group counseling to students who are seeking to enhance their own growth and development.

Health Services

The College's health services program is administered by Lake Forest Hospital. Nurses are available at the campus Student Health Service by appointment and for emergencies, and provide a wide range of services. Physicians' services are provided on campus by the Medical Director of the Lake Forest Hospital Emergency Department. When the campus Student Health Service is closed, medical care is provided by the Emergency Physicians' Group at Lake Forest Hospital, 1½ miles west of the campus. These physicians treat students in the hospital's Emergency Room following referral from the nurse, residence staff or campus security. The Health Service is located in the Sports Center and is open from 8:30 a.m. to noon and from 1:00 p.m. to 4:30 p.m., Monday through Friday.

The basic fee covers the cost of medical services at the Health Service including some supplies, dressings and diagnostic tests done at the Health Service, but does not include laboratory or x-ray fees. When a student is referred to Lake Forest Hospital the basic fee does not cover medical services rendered. The College requires that full time resident students participate in its student health coverage plan unless evidence of equal or superior coverage is presented and an insurance waiver is completed. Students and their parents are urged to review the coverage offered, as listed in a brochure detailing benefits issued from the Business Office and routinely sent before enrollment. (See Health Clinic and Hospitalization Fees, page 174.)



Admissions, Financial Aid College Expenses

ADMISSIONS

During the selection process the Admissions Staff is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, sex, handicap, or financial position. This policy is manifested by the diverse nature of the student community—a diversity so essential to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, 555 North Sheridan Road, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. Non-traditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. However, admissions decisions are announced in late March for all freshman candidates whose applications are complete as of March 1. For applications received after March 1, decisions will be announced as the file becomes complete and as conditions permit.

Students who are also candidates for financial aid should make certain to file the Lake Forest Application for Financial Assistance (LFAFA). While entirely based on need, preference will be given to those students whose LFAFA is received by February 15. All students must also file one of the many forms that will generate a Student Aid Report (SAR). We suggest the form provided by USA Funds (SingleFile) as there is no processing charge. However, we will accept the Financial Aid Form (FAF), the Family Financial Statement (FFS), or any state form that will produce an SAR. After receiving the SAR, it, too, must be submitted to Lake Forest College. Students who request financial aid consideration will be notified of both the admission and financial aid decisions simultaneously.

Lake Forest College subscribes to the Candidate's Reply Date Agreement; therefore all regular candidates for admission (i.e., those not applying under the Early Decision Plan) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

The depth and breadth of preparation is primary in the admission decision. It is recommended that you complete a minimum of four years of English, three or more years of mathematics including trigonometry, study in one or more foreign languages in depth, and from two to four years' work in both the social sciences and the natural sciences. Enrollment in honors courses, accelerated programs and formal Advanced Placement or International Baccalaureate work is encouraged.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school. The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is necessary. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday

during the calendar year, and Saturdays, 9 to 11:30 a.m., when the College is in session. Telephone (708) 234-3100.

Early Decision

The purpose of the Early Decision Program is to allow students who have determined that Lake Forest is their first choice to receive early notification of the admission decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan, candidates are expected to withdraw all other college applications and to post a non-refundable tuition deposit within two weeks of notification of admission.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application. Requests for Early Decision may be made at any time.

Early Decision candidates who will require financial assistance should make certain that the Lake Forest Application for Financial Assistance (LFAFA) is filed early in the candidate's final year of secondary school in order that both admission and financial aid decisions may be rendered simultaneously.

Deferred Admission

Students who may wish to defer their enrollment should complete the application procedure during their final year of secondary school. Questions and specific requests for deferred admission should be addressed to the Director of Admissions.

Admission by Transfer

Students enrolled at other colleges and universities who desire admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least "C' or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree in an applicable field who have earned grades of C or better in all courses counting toward that degree, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College, the maximum number of credit hours accepted is 60 semester hours (or 16 LFC course credits). All of

the courses in an applicable field, up to the aforementioned limit, taken and passed with a grade of C- or better toward fulfillment of the Bachelor of Arts degree at the former institution, or the Associate of Arts degree in the case of the junior college, will be accepted toward fulfillment of the B.A. degree at Lake Forest College. No courses with D grades will be accepted in transfer. Plus and minus grades (with the exception of A+) earned at another institution beginning with the fall of 1990 will be recorded on the LFC transcript.

Transfer students are admitted at the beginning of each semester. For further details concerning the College's credit and residence requirement, see the section Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Application for admission
2) Secondary school transcript
3) Transcripts of all college work completed through the most recent term
4) A letter of recommendation from the academic dean or a teacher at the most recent college attended is requested.

FINANCIAL AID

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that, insofar as resources are available, no student who is otherwise qualified should be prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and for financial aid simultaneously.

The College is also committed to providing prospective students and their parents with **quick** access to **accurate** information concerning the amount of aid for which a student may qualify. To this end, the College has designed an institutional aid application, the Lake Forest Application for Financial Assistance. This form may be filed with the College **at any time.** Students filing the LFAFA prior to February 1, 1993, will be notified of their estimated financial need within two weeks of the College's receipt of the form. Obviously, no aid funds will be committed to a student until he or she has applied for and been granted admission. It is the College's hope, however, that the early and accurate guidance provided by the Lake Forest Application for Financial Assistance will be of help to those families who are concerned about meeting the costs of a Lake Forest College education.

Because of federal regulations the final award must be made in conjunction with a need analysis system approved by the Federal Government. Lake Forest College will accept any form that produces a Federal Student Aid Report (SAR). Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and maintains an academic record commensurate with ability, and a personal record consistent with the rules of the College, the financial aid award will be renewed each year. Awards are always based on need.

Computation of Financial Need

In computing a student's financial need, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

- EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

- EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need an expectation from summer earnings is always made. For the 1993-94 academic year this will be in accordance with the appropriate Higher Education Reauthorization Act.

- OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice—National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations. Residents of Illinois, Pennsylvania, Rhode Island and Vermont are required to file for these states' scholarships, as awards from these programs can be used at Lake Forest College.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1992-93 academic year, the Board of Trustees authorized a total of $4,378,375 to be awarded in the form of Lake Forest College gift dollars.

PELL Grant

Under this provision of The Higher Education Act of 1972, each student would be "entitled" to $1,800 a year in student aid, minus his or her "expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses." However, the maximum award has been increased and a maximum Pell for 1991-92 was $2,400.

Supplemental Educational Opportunity Grants (SEOG)

This program, if funds continue to be appropriated by Congress, is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $4,000. The Secretary of Education will prescribe to institutions of higher education the basic criteria for identifying eligible recipients.

Students do not need to make direct application for SEOG consideration. The Director of Financial Aid of Lake Forest College will notify eligible recipients when grant funds have been appropriated and the Commissioner's guidelines received.

Perkins Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the Perkins Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Concern by Lake Forest College, the Department of Education and members of Congress regarding the national default rate on these loans has led the College to adopt the following policy:

> "An individual who is in default on the payment of his/her National Direct/Perkins Loan may be subject to the withdrawal and termination of College services."

Such services include, among other things, the mailing of transcripts, reporting of attendance, processing of recommendations, etc.

Stafford Student Loans

A state guaranteed loan program has been available in all states. Participating banks and other financial institutions provide loans to full-time students who meet the criteria established by the federal government.

Further information may be obtained from the participating bank or the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remuneraative value from $900 to $3,050. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

Minimum Standard of Academic Progress

To be in compliance with state and federal regulations related to student financial aid recipients, Lake Forest College has the following criteria as a standard of minimum academic progress.

1) Freshmen and transfer students in their first term at Lake Forest College are considered to be meeting minimum academic progress.
2) A normal course load is four (4) course credits per semester, but one will be considered a full-time student during the academic year if enrolled for three (3) course credits per semester.

A minimum of thirty-two (32) courses is required for graduation.

A student is placed on Academic Probation whenever his or her cumulative grade point average falls below that required for a student of his or her standing as follows: fewer than 12 credits earned, 1.5; 12 to 19 credits earned, 1.8; 20 or more credits, 2.0.

A student is subject to dismissal if his or her GPA in any term is less than 1.0. If a student is placed on academic probation, his/her grade point average for the probationary term(s) must be at least a 2.0 or he/she will be subject to academic dismissal. Further, no student may be on academic probation for more than two consecutive semesters without being subject to academic dismissal.

No student on academic probation may be less than a full-time student without special permission from the Associate Dean of Faculty or the Dean of Faculty.

The quantitative result of this minimum standard for maintaining academic progress toward a degree is represented in the table below:

	Minimum GPA	Minimum Courses Completed
After 2 semesters	1.5	5
After 4 semesters	1.8	12
After 6 semesters	2.0	19
After 8 semesters	2.0	26
After 10 semesters	2.0	32

A student denied financial aid because he/she has failed to meet the minimum standard of academic progress may appeal this decision. The appeal must be in writing, directed to the Director of Financial Aid, and describe in detail the reasons for not having completed the required number of courses and/or achieving the required cumulative grade point average. If the Director of Financial Aid rejects the appeal, the student may request that the appeal be forwarded to the Financial Aid Review panel for review.

If a student is a recipient of grant assistance from Lake Forest College and falls behind in credits a term or more, such a student will not receive additional support from College funds until those deficient credits have been made up. See "Academic Standing", page 33, and "Requirements for Graduation", page 38, for details.

Both students and parents need to understand that it is assumed that if a student receiving financial aid withdraws from the College after registration, but still within a refund period, they do so at their own financial risk. In other words, any obligations owed the College for the period of registration will first be covered by monies paid by the parent and student.

COLLEGE EXPENSES

Students enrolling at the College for the fall semester are expected to continue through the academic year. The programs of the College are planned and budgeted accordingly.

The College charges a comprehensive tuition per semester for all degree candidates registered for any load from 3 to 4½ course credits. Payment due dates and amounts are detailed on the following pages.

Senior students who require fewer than three credits in a billing period will be charged only for courses taken.

Course Overload Charge

Students who are registered for a course load in excess of 4½ credits in a given semester will be charged for the additional half or full credits: e.g., a load of 5 credits will be charged at an additional half-credit of tuition. Withdrawal, or dropping a course, is subject to regular refund policies.

In order to reward outstanding academic performance and to provide adequate challenge to the brightest of our students, those who gain Dean's List distinction are permitted to take a fifth course without additional charge during one semester of the year following that distinction. Only applied music courses and courses offered through ACM and non-LFC off-campus programs are excluded from this policy.

Special Charges

Courses for which one course credit is earned upon completion of a year's work (i.e., choir, applied music, instrumental ensemble, writing tutorial) are billed in the semester during which the credit is to be received in accordance with the above statement, College Expenses.

Additional charges for music lessons, which are billed during the first semester of study, will be subtracted from the second semester billing if the student registers for a course credit for this study.

Course work at Barat College for which a full-time student registers will be considered as part of the total Lake Forest College course load and will be billed in accordance with the above statement, College Expenses. Although credit at Barat is recorded in semester hours, the billing will be based on the Lake Forest College course credit or fraction thereof which is applicable to the student's degree. (See Cooperation with Barat College, page 25.)

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students enrolling in "Program Leave" courses at other institutions will be required to pay the full comprehensive Lake Forest College fee at the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, and presentation of a paid bill, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest.

Health Clinic and Hospitalization Fees

The $65 health clinic fee, which does not cover hospitalization insurance, is mandatory for all full-time students as the Health Service is available to such students.

Hospitalization coverage is required of all students residing in the College's residence halls and is optional for non-resident students. The present cost is $92. A waiver form for this coverage may be obtained from the Business Office if family coverage is carried. Waivers must be approved by the Business Office by September 15, 1992, for cancellation.

Fines and Damage

Students will be assessed for library fines, on-campus traffic violations, and damage they may cause to College property.

Payment Procedures

The Board of Trustees has specified that **all** tuitions and fees are due on the dates indicated. Registration will not be permitted if accounts are not cleared. The College reserves the right to evict students from residence halls and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges to one percent per month on the unpaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown.
- Lake Forest College Prepayment Plan.
- Scheduled payments to an outside plan received by the dates shown.

Schedule of Payments for the 1992-93 Academic Year

1st Semester	Resident	Non-Resident
Tuition	$ 7,450	$ 7,450
Activity Fee	120	120
Room	950	
Board	818	
Clinic Fee	65	65
Hospitalization Insurance	92	Optional
Key Deposit	5	
TOTAL:	$ 9,500	$ 7,635
1992-93 deposit	$ 100	$ 100
By August 14, 1992	9,400	7,535
TOTAL:	$ 9,500	$ 7,635
2nd Semester		
Tuition	$ 7,450	$ 7,450
Room	950	
Board	817	
By January 4, 1993 TOTAL:	9,217	7,450
TOTAL CHARGES:	$18,717	$15,085

Billing Procedures for Partial Academic Year

Students enrolling January 11, 1993

Tuition	$ 7,450	$ 7,450
Activity Fee	60	60
Room	950	
Board	818	
Clinic Fee	32	32
Hospitalization Insurance	70	Optional
Key Deposit	5	
By January 4, 1993	$9,385	$7,542

Refunds

A normal course load for a full-time student is from 3 to 4½ credits per semester. Only in exceptional circumstances, and with written approval of the Dean of Faculty's Office may reductions be made below the 3-course level and refunds granted. Such refunds will be computed in accordance with the policy of refunds detailed under "Withdrawal From the College," below. The same refund schedule as in the latter policy will also apply in cases where a tuition refund is authorized for a reduction from an overload to a normal load. See page 33 for definition of course overload. For tuition costs for overloads, see pages 179 and 182.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

A student who changes residential status from resident to non-resident and does not inform the Office of the Dean of Students by August 7, 1992, loses his or her $100 room deposit and will be charged an additional $150.

Withdrawal From the College

Withdrawal from the College is handled through the Office of the Dean of Students. The official date of withdrawal is determined only by that Office. Students who participate in roomdraw or pre-registration and subsequently withdraw forfeit the $100 deposit and may be subject to other charges. Refunds for withdrawal from the College are recorded according to the following schedule:

1st Billing Period	2nd Billing Period	AMOUNT REFUNDED Resident	Non-Resident
On or before September 4, 1992	On or before January 22, 1993	$7,835	$6,355
On or before September 18, 1992	On or before February 5, 1993	$6,635	$5,390
On or before September 30, 1992	On or before February 17, 1993	$5,290	$4,290
On or before October 9, 1992	On or before February 26, 1993	$2,645	$2,160
After October 9, 1992	After February 26, 1993	-0-	-0-

There are no refunds for Dismissal, Suspension or Expulsion from the College.

Other Expenses

Part-Time Students:
- Per course $1,865

Auditing Students:
- Per course ..... $ 300
- (when the student is not enrolled full time)

Special Charges:
- Application Fee ..... $ 20
- Course Overload for credit (including credit by exam)*
  - ½ course credit** ..... $ 935
  - 1 course credit $1,865
- Music Fees (not for credit)
- Twelve weeks of lessons per semester:
  - ½ hour lessons ..... $ 144
  - ¾ hour lessons ..... $ 216
  - 1 hour lessons ..... $ 288
- Late Registration Fee ..... $ 5
- Reinstatement ..... $ 25

*No special fee will be charged if credit by examination is established during the fall term of the freshman year by a student in a subject that is not covered by advanced placement tests.
**Students who gained Dean's List distinction the previous year should see the statement Course Overload Charge, page 173.

Directory

ADMINISTRATIVE OFFICES AND OFFICIALS

OFFICE OF THE PRESIDENT

Eugene Hotchkiss, President
Gordon E. White, Assistant to the President and Director of Financial Aid
Bruce A. King, Director of Minority Affairs and Assistant to the President

OFFICE OF ACADEMIC AFFAIRS

David Spadafora, Dean of the Faculty
George L. Speros, Associate Dean of the Faculty; Coordinator of International Studies
Rosemary E. Cowler, Director, M/LS Program
Carol Gayle, Director of Community Education, Special Assistant to the Dean of the Faculty; Associate Director of the M/LS Program

OFFICE OF DEVELOPMENT AND PUBLIC AFFAIRS

Carol C. Gard, Vice President for Development and Public Affairs
Stephena R. Boggess, Public Affairs Associate
Patricia H. Boynewicz, Records Officer
Margaret B. Bramhall, Development Associate—Community Relations
Danille Dobro '90, Alumni Relations Associate
Susan J. Ell, Director of Gift Planning
Abigail G. Fassnacht '82, Director of Alumni Relations
Laurie Lauke '87, Annual Giving Associate
Mark Perlman, Director of Public Affairs
Ann Shillinglaw '81, Director of Foundation and Corporate Relations
Barbara L. Thompson, Director of Annual Giving
Jon J. Thorsen, Director of Development Services
Thomas P. Wick, Director of Development

OFFICE OF BUSINESS & FINANCE

Leslie T. Chapman, Vice President—Business
Lori Sundberg, Controller
Jane B. Shillinglaw, Assistant to the Vice President—Business
Barbara Leone, Administrative Assistant—Business
Dawn McDermott, Administrative Assistant—General Services
Valerie Carlson, Conference Director
David J. Siebert, Director, Facilities Management
Richard R. Bordeau, Assistant to the Director of Facilities Management/Mechanical
Ednatha C. Scholz, Manager, Print Shop/Bulletin Editor
Christine A. Friestedt, Assistant Manager, Print Shop

OFFICE OF STUDENT AFFAIRS

Ronald H. Miller, Dean
Wayne Doleski, Associate Dean
Joanie C. Dovekas, Associate Dean
Gina M. Moon, Director of Campus Activities
Sue Kenar, Administrative Assistant
Donald T. Craft, Director, Security
Naomi C. Tsuzuki Ewing, Director, Career Planning and Placement

OFFICE OF ENROLLMENT PLANNING

Francis B. Gummere, Jr., Vice President

OFFICE OF ADMISSIONS

Director of Admissions
Sheila L. Baisden, Associate Dean of Admissions/Coordinator, Minority Recruitment
David Boyle, Admission Officer
Cynthia J. Kasten, Admission Officer
Stephanie Migely, Admission Officer
Samuel L. Perpitch, Coordinator of New Student Financial Aid
Sandra Volpe, Administrative Assistant

OFFICE OF THE REGISTRAR

Ruthane I. Bopp, Registrar

LIBRARY

Arthur H. Miller, Jr., College Librarian
Ping-chih (Esther) Jen, Robin C. Leckbee, Vanaja S. Menon, Assistant Librarians

OFFICE OF FINANCIAL AID

Gordon E. White, Director and Assistant to the President
Jill Zwicke, Assistant to the Director

INFORMATION SERVICES AND TECHNOLOGY

Howard J. Ramagli, Director
David Pilkington, Senior Programmer/Analyst
Sandra J. Grivett, Assistant Director
Anchalee Hocharoen, Junior Programmer/Analyst

COUNSELING CENTER

Phylis M. Frankel, Director, Associate Professor of Psychology
Barbara Stadheim, Counselor, Center Staff
Anne DéPrima, Robert J. Walsh, Ivan Wolfson, Counselors

HEALTH

Bruce Harris, M.D. (Medical Director)
Kathleen Murray, R.N.
Theresa Ulrich, R.N.

HEAD RESIDENTS, 1990-91

Ted Holsteen, Blackstone Hall
Scott Braming, Bradley Lodge
Darrell Armstrong, Deerpath Hall
Anne Bennett, Gregory Hall
Carrie Collopy, Harlan Hall
Melissa Roche, Lois Hall
Amy Rogers, McClure Hall
Gina Moon, Moore Hall
Liz Mobarak, Nollen Hall
Cheryl Compaan, Roberts Hall

PHYSICAL EDUCATION AND ATHLETICS

Jacqueline A. Slaats, Athletic Director, Women's Basketball Coach
Cardell "Skip" Cook, Swim Coach, Men's Tennis Coach
Michael E. Dau, Handball Coach
Tony Fritz, Hockey and Men's Soccer Coach, Rink Director
Peter Ginnegar, Head Lacrosse Coach, Assistant Men's Soccer Coach, Assistant Hockey Coach
Norm Goodman, Men's Basketball Coach
Priscilla G. Posick, Women's Soccer and Women's Softball Coach
Lucille Ramsey, Women's Tennis Coach
Maury Waugh, Head Football Coach, Assistant Men's Basketball Coach

TRUSTEES

OFFICERS:

James P. Gorter, Chairman
Russell W. Fisher, Vice Chairman
Jean Whyte Mohr '52, Secretary

CHARTER TRUSTEES:

Class of 1993

Prudence Beidler (1990), Lake Forest, Illinois
James R. Donnelley (1974-85; 1991), Vice Chairman, R.R. Donnelley & Sons
James P. Gorter (1971), Chairman, Baker, Fentress & Company
John W. Rogers, Jr. (1989), President, Ariel Capital Management, Inc.
Geoffrey B. Shields (1985), Gardner, Carton & Douglas

Class of 1994

Wesley M. Dixon, Jr. (1966), Director, The Earl Kinship Capital Corporation
Russell W. Fisher (1979), Chairman, Jasper Textiles
Samuel J. Henry (1990), Chapman and Cutler
Robert Krebs (1990), Chairman, President and Chief Executive Officer, Santa Fe Pacific Corporation
Jean Whyte Mohr '52 (1980), Lake Forest, Illinois
James D. Vail (1977-85; 1986), Manager, Public Affairs Operations (ret.), American Hospital Supply Corporation

Class of 1995

Clark W. Fetridge '69 (1977-85; 1991), President and Chief Executive Officer, The Dartnell Corporation
O. Renard Goltra (1987), President, Goltra Foundries, Inc.
Frederick Krehbiel II '63 (1985), Vice Chairman, Chief Executive Officer, Molex, Inc.
Laurence R. Lee (1991), Senior Vice President, Administration and Corporate Secretary (ret.), Abbott Laboratories
Miriam Santos (1991), City Treasurer, City of Chicago, Illinois

Class of 1996

Frederick Addy (1992), Executive Vice President, Chief Financial Officer, Amoco Corporation
DeForest P. Davis, Jr. '65 (1992), President, Chief Executive Officer, Lester B. Knight & Associates
David V. Dootson '59 (1990), President, Sears Investment Management Corporation (SIMCO)
Hannah Duncan (1992), Lake Forest, Illinois
Sheila Penrose (1988), Senior Vice President, Northern Trust Company

EX OFFICIO:

Eugene Hotchkiss (1970), President, Lake Forest College

NATIONAL TRUSTEES:

Class of 1993

Arthur G. Hailand III '74 (1990), President, Premium Marketing of Missouri
Walter A. Hill '68 (1989), Dean/Research Director, School of Agriculture and Home Economics, Tuskegee University
David B. Mathis '60 (1989), Chairman, President and Chief Executive Officer, Kemper Corporation
David Miller '78 (1992), President, Chief Executive Officer, Minnetonka Moccasin Company
Marian Phelps Tyler (1987), Lake Bluff, Illinois

Class of 1994

Thomas E. Keeshan '89 (1990), Regional Distribution Supervisor, Baxter Healthcare Corporation
Gail Kuntz Liebes '53 (1990), Los Angeles, California
Deborah W. MacKenzie '85 (1986), Lake Forest, Illinois
James A. Lovell, Jr. (1983-1991, 1992), Lake Forest, Illinois
Dr. Sanford E. Marovitz '60 (1990), Chairman, Department of English, Kent State University
Gwill Newman (1990), Lake Forest, Illinois

Class of 1995

Franklin W. Hamilton '65 (1987), Vice President of Marketing, InfoPlan International, Inc.
Jon F. Holsteen '67 (1991), President, Chicago Asset Management Company
Paula Polk Lillard (1991), Supervising Directress, Forest Bluff School, Lake Bluff, Illinois
Gwendolyn O. Lincoln (1987), Lake Forest, Illinois

Class of 1996

Mary Casselberry (1988), Supervisor, Blood Component Therapy, Lake Forest Hospital
Laura Houseworth '49 (1992), Chevy Chase, Maryland
Virginia B. Sonnenschein (1987), House of Travel International, Inc.

EX OFFICIO:

Raymond E. Britt, Jr. (1991), President, Lake Forest Graduate School of Management
Wendy L. Grew (1992), President, Lake Forest College Women's Board
Donald W. Levy '52 (1992), Law Office of Joseph S. Irak, President, Alumni Board of Governors

LIFE TRUSTEES:

Clarissa H. Chandler (1983-1991), Lake Forest, Illinois
Maurice F. Dunne, Jr. (1975-1991), President, (ret.) Lake Forest Graduate School of Management
Francis C. Farwell II (1958-1989), William Blair & Company
Arthur G. Hailand, Jr. (1968-1984), Director, Air Wisconsin, Inc.
Margaret S. Hart (1979-1990), Lake Forest, Illinois
John H. Haugh '31 (1965-74, 1976-78), President, Tucson Tallow Company, Inc.
Betty Jane Hollender '42 (1974-1985), Nashville, Tennessee
Robert M. James (1979-1987), Lake Forest Graduate School of Management (ret.)
Mary Longbrake '35 (1969-1978), Vice President (ret.), The Northern Trust Company
Charles A. Meyer (1974-1991), Senior Vice President, Public Affairs (ret.), Sears, Roebuck, & Company
Kenneth F. Montgomery (1964-1971), Of Counsel, Burke, Wilson & McIlvaine
Frances R. Odell (1950-1976), Charlottesville, Virginia
Frank S. Read (1971-1986), Chairman (ret.), First National Bank of Lake Forest
Charlotte H. Simmons (1973-1985), Lake Bluff, Illinois
Frank L. Spreyer '35 (1961-69, 1970-79), Executive Vice President (ret.), Jewel Food Stores
Ernest H. Volwiler (1950-1966), President (ret.), Abbott Laboratories
Harris E. Wilder (1933-1968), Vice President (ret.), The Illinois Company, Inc.
Florence F. Wheeler (1984-1992) Lake Forest, Illinois

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College
President of the College

Faculty Emeriti

Donald E. Bartlett (1958-1979), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion, Emeritus

Kenneth C. Bennett, Jr. (1961-1992), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Professor of English, Emeritus

Ann D. Bowen (1952-1986), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Professor of Music, Emerita

John W. Coutts (1955-1986), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry, Emeritus

Esther DeMerritt (1959-1979), Grinnell College
Associate Director of Admissions, Emerita

Marvin C. Dilkey (1955-1976), B.A., DePauw University; Ph.D., Cornell University
Professor of German, Emeritus

Frederic A. Giere (1962-1988), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Professor of Biology, Emeritus

Gertrude Grisham (1976-1991), Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University
Director of the Writer Center and Lecturer, Emerita

Rosemary D. Hale (1946-1984), A.B., Mount Holyoke College; M.A., American University
Professor of Economics, Emerita

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

Ann Louise Hentz (1956-1986), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Professor of English, Emerita

H. Murray Herlihy (1957-1982), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Professor of Physics, Emeritus

Joann Harrington Lee (1950-51; 1960-84), B.A., University of Missouri; M.A. in L.S., The University of Michigan
Assistant Librarian, Emerita

Charles D. Louch (1957-1989), B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology, Emeritus

Elizabeth Teter Lunn (1930-1935; 1946-1970), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

Franz Schulze (1952-1991), Ph.B., The University of Chicago, B.F.A., M.F.A., School of the Art Institute of Chicago
Professor of Art, Emeritus

Ruth Baker Sharvy (1967-1975), B.A., University of Wisconsin
Assistant Librarian, Emerita

Ralph L. Shively (1965-1987), B.S., M.A., Ph.D., The University of Michigan
Professor of Mathematics, Emeritus

Charles S. Smith (1962-1985), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics, Emeritus

Robert James Troyer (1968-1992), B.S., Ball State University; M.A., Ph.D., Indiana University
Professor of Mathematics, Emeritus

Arthur W. M. Voss (1941-42; 1946-1976), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English, Emeritus

Nicholas J. Wasylik (1958-1979), B.S., Onio State University; M.A., Columbia University
Physical Educator and Coach, Emeritus

Current Faculty

Joseph Alulis (1989), B.A., M.A., Ph.D., The University of Chicago
Assistant Professor of Politics

‡**Keiko Anno** (Jan. 1990), B.A., Meiji-Gakuin University; M.A., Ochanomizu University
Lecturer in Japanese

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison)
James D. Vail Professor of Economics

Sheila L. Baisden (1986), B.A., Lafayette College
Associate Dean of Admissions/Coordinator of Minority Recruitment

Catherine Benton (1987), B.A., Southern Illinois University; M.I.A. (International Administration and Cross-cultural Education), School for International Training; M.A., M.Phil., Columbia University; Ph.D., Columbia University
Coordinator of Interfaith Ministry and Lecturer in Religion

‡**Joan B. Boehnen** (1987), B.A., Cornell University; M.B.A., Wharton Graduate School
Director of Internships and Lecturer in Economics and Business

Michael E. Boardman (1992), B.S., M.S., Western Washington University; Ph.D., University of Oregon
Assistant Professor of Mathematics

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar of the College and Instructor in Mathematics

Nancy Carol Brekke (1991), B.A., Ph.D., University of Minnesota
Assistant Professor of Psychology

‡**Herbert Bronstein** (1987), B.A., M.A., University of Cincinnati; B.H.L., M.H.L., D.D., Hebrew Union College
Lecturer in Religion, Co-sponsored by the Jewish Chautauqua Society

Lowell A. Carmony (1981), B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University
Professor of Mathematics and Computer Science

Pack Carnes (1987), B.A., Wabash College; M.A., Ph.D., University of California (Los Angeles)
Professor of Japanese

Dan P. Cole (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
William R. Bross Professor of Religion, Chairperson of Religion Department

Cardell Cook (1985), B.A., Centre College (Danville, Kentucky); M.S., University of Alabama
Physical Educator and Coach

Ted Courant (1991), B.A., Reed College; Ph.D., University of California (Berkeley)
Assistant Professor of Mathematics

†††**Rosemary E. Cowler** (1955), B.A., Douglass College; M.A., Indiana University; Ph.D., Yale University
Professor of English, Hotchkiss Presidential Chair; Director of the M/LS Program; Faculty Marshal

Michael Benet Croydon (1968), Associate, Royal College of Art (London)
Professor of Art, Chairperson of Art Department

*__Audrey J. Curtiss__ (1989), B.A., Stanford University; Ph.D., Claremont Graduate School
Assistant Professor of Economics

*__Michael Edward Dau__ (1966), B.A., Lake Forest College
Physical Educator and Coach

Alan Devenish (1991), B.A., Marist College; M.A., Ph.D., New York University
Director of the Writing Center and Lecturer

Les R. Dlabay (1983), B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University
Associate Professor of Business; Director of the Summer Session

‡__Kathryn Dohrmann__ (1975-1983; 1985-1987; Jan. 1991), B.S., M.S., Ph.D., Iowa State University; M.P.H., Columbia University
Lecturer in Psychology

Wayne Doleski (1989), B.B.A., James Madison University; M.Ed., University of South Carolina
Associate Dean of Students

Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Professor of Physics, Chairperson of the Physics Department

Joanie C. Dovekas (1990), B.A., M.S., Northern Illinois University
Associate Dean of Students

Richard F. Dye (1983), A.B., Kenyon College; M.B.A., Ph.D., The University of Michigan
Ernest A. Johnson Associate Professor of Economics, Chairperson of Economics and Business Department

Michael H. Ebner (1974), B.A., University of Toledo; M.A., Ph.D., University of Virginia
Professor of History

Arlene Eskilson (1972), B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago)
Professor of Sociology and Anthropology, Chairperson of Sociology and Anthropology Department

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Professor of Physics on the Jacob Beidler Fund

†__Paul B. Fischer__ (1971), B.A., M.A., City College of New York; Ph.D., University of Massachusetts
Associate Professor of Politics

C. Richard Fisher (1987), B.A., M.A., Ph.D., The University of Chicago
Assistant Professor of German

Ronald H. Forgus (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology

Sandra M. Fox (1987), B.S., Florida State University; M.S., Ph.D., University of Texas—Austin
Assistant Professor of Education, Chairperson of Education Department

Phyllis M. Frankel (1968), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Psychology; Director and Staff Member, Counseling Center

Anthony L. Fritz (1978), B.S., M.S., University of Wisconsin (Milwaukee)
Physical Educator and Coach

Jonathan Fuller Galloway (1966), B.A., Swarthmore College; Ph.D., Columbia University
Professor of Politics, Irvin L. and Fern D. Young Presidential Chair

Jean-Luc Garneau (1964), B.A., Universite Laval (Quebec); M.A., University of Illinois (Chicago Circle); Licencés Lettres Libre, Université Laval
Professor of French, Chairperson of Foreign Language Department

Carol Gayle (1966), B.A., Swarthmore College; M.A., Columbia University
Lecturer in History; Director of Community Education; Special Assistant to the Dean of the Faculty; Associate Director of the M/LS Program

†††__David George__ (1985), B.A., M.A., Ph.D., University of Minnesota
Associate Professor of Spanish

Pericles B. Georges (1989), A.B., University of Illinois (Chicago); M.A., Ph.D., University of California (Berkeley)
Assistant Professor of History

Peter Ginnegar (1990), B.A., Queens College; M.Ed., Springfield College
Physical Educator and Coach

††__Robert Bruce Glassman__ (1969), B.A., Columbia College; Ph.D., University of Pennsylvania
Professor of Psychology, Chairperson of Psychology Department

Benjamin Goluboff (1986), B.A., New York University; M.A., Ph.D., University of Pennsylvania
Associate Professor of English

Clayton Gray, Jr. (1977), B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D., University of California (Berkeley)
Associate Professor of German and Russian

Robert Morse Greenfield (1967), B.A., Occidental College; M.A., Ph.D., Columbia University
Associate Professor of English

R. Sergio Guglielmi (1991), Laurea, University of Rome; Ph.D., University of Minnesota
Assistant Professor of Psychology

Cynthia T. Hahn (1990), B.A., Rosary College; M.A., Purdue University; Ph.D., University of Illinois
Assistant Professor of French

‡__Kurt Ham__ (1991), B.A., Lake Forest College; M.A., New School for Social Research
Lecturer in Sociology and Anthropology

Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Professor of Philosophy

Judith Eilene Brown Harmon (1988), B.A., Carleton College; M.A., Boston University; Ph.D., Emory University
Assistant Professor of English

Keith D. Hazelton (Jan., 1988), B.A., M.A., University of Minnesota; Ph.D., Princeton University
Assistant Professor of History

‡**Irmfriede Hogan** (1985), B.F.A., M.F.A., School of The Art Institute of Chicago
Lecturer in Art

Robert L. Holliday (1982), B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University
Associate Professor of Mathematics and Computer Science

Anne E. Houde (1992), A.B., Princeton University; M.S., Ph.D., University of Maryland
Assistant Professor of Biology

Monte S. Hull (1987), B.A., Carleton College; M.A., Ph.D., University of Hawaii
Associate Professor of Philosophy

Ping-Chih (Esther) Jen (1991), B.A., Tamkang University (Taiwan); M.A. (Linguistics), M.A. (Library and Information Studies), University of Wisconsin (Madison)
Assistant Librarian

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
Professor of Physics

‡**Cheryl Y. Judice** (Jan. 1989), B.A., Lake Forest College; M.A., Northwestern University
Lecturer in Psychology

Michael Mason Kash (1988), B.A., Lake Forest College; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Physics

Laura J. Kateley (1965), B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

Richard S. Kelly (1989), B.S., Davidson College; Ph.D., The University of Vermont
Assistant Professor of Chemistry

Frank E. Kirby (1963), B.A., The Colorado College; Ph.D., Yale University
Professor of Music, Chairperson of Music Department

***David L. Krantz** (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Professor of Psychology

‡**Arthur Lazar** (1980), M.F.A., Ohio University
Lecturer in Art

Robin C. Leckbee (Jan., 1991), B.A., M.A., Northern Illinois University
Assistant Librarian

*D. L. LeMahieu (1974), B.A., Lawrence University; M.A., Ph.D., Harvard University
Professor of History

Abba Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Associate Professor of Philosophy

Louis G. Lombardi (1980), A.B., Brown University; Ph.D., University of Illinois
Associate Professor of Philosophy, Chairperson of Philosophy Department

Douglas Mac Lean (1992), B.A., University of Houston; M.A., University of Texas (Austin); Ph.D., University of Edinburgh
Assistant Professor of Art

Richard Mallette (1991), B.A., Boston College; M.A., Ph.D., Harvard University
Professor of English, Chairperson of English Department

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Professor of Chemistry, Chairperson of Chemistry Department

Louise C. Mason (1981), B.A., Swarthmore College; M.A., Tufts University; Ph.D., University of California (Berkeley)
Director of Theatre and Lecturer

‡**Colleen McNally** (1988), M.A., Illinois State University, Normal; M.F.A., The School of the Art Institute of Chicago
Lecturer in Art

Vanaja S. Menon (1989), B.A., M.A., University of Kerala, India; M.A. (Library Science), The University of Chicago
Assistant Librarian

*Claire Farley Michaels (1973), B.A., M.A., Ph.D., The University of Connecticut
Professor of Psychology

‡**Margaret Dubay Mikus** (1989), B.S., The University of Michigan; Ph.D., The University of Chicago
Lecturer in Biology

Arthur H. Miller, Jr. (1972), B.A., Kalamazoo College; M.A. (English), M.A. (Librarianship), The University of Chicago; Ph.D., Northwestern University
College Librarian on the A.B. Dick Chair

Charles A. Miller (1974), B.A., Swarthmore College; M.P.A., Ph.D., Harvard University
D. K. Pearsons Professor of Politics

Ronald H. Miller (1974), B.A., M.A., Ph.L., S.T.L., St. Louis University; Ph.D., Northwestern University
Dean of Students and Associate Professor of Religion

Alexander F. Mitchell (1964), M.A., (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art

***‡Ramona Mitchell** (1974), Staatsexamen, University of Kassel (Germany)
Lecturer in Art

William Moskoff (1970-72; 1983), B.A., Hunter College; M.A., Ph.D., Certificate, Russian Area Studies, University of Wisconsin
Betty Jane Schultz Hollender Professor of Economics

Timothy Muskat (1992), B.A., M.A., Cornell University; M.F.A., M.A., University of Montana
Instructor in English

‡**Musifiky Mwanasali** (Jan., 1991), B.A., National University of Zaire; M.A., Northwestern University
Lecturer in Politics

†**Nader Nazmi** (1985), B.S., Iowa State University; M.S., Ph.D., University of Illinois (Champaign)
Associate Professor of Economics

Mark D. Nelson (1986), B.A., Yale College; M.M., University of Illinois School of Music; M.F.A., Princeton University
Assistant Professor of Music

Edward W. Packel (1971), B.A., Amherst College; Ph.D., Massachusetts Institute of Technology
Ernest H. Volwiler Professor of Mathematics, Chairperson of Mathematics and Computer Science Department

Charles Richard Paulson (1989), B.A., St. Olaf College; Ph.D., University of Iowa
Assistant Professor of Biology

‡**Jacqueline Camille Perret** (1989), A.B., The University of Michigan; A.M., Brown University
Lecturer in English

Priscilla G. Posick (1991), B.A., Lake Forest College
Physical Educator and Coach

Lynne Pudles (1987), B.A., University of Pittsburgh; M.A., Ph.D., University of California (Berkeley)
Assistant Professor of Art

Diane M. Ross (1980), B.A., M.A., Ph.D., Yale University
Associate Professor of English

Steven J. Rosswurm (1977), B.A., The University of Michigan; M.A., Ph.D., Northern Illinois University
Associate Professor of History, Chairperson of History Department

Ahmad Sadri (1988), B.A., M.A., Teheran University; M.A., Ph.D., New School for Social Research
Assistant Professor of Sociology and Anthropology

‡**Ted Schaefer** (1990), B.A., M.A., University of Missouri-Columbia
Lecturer in English

George C. Shields (1989), B.S., M.S., Ph.D., Georgia Institute of Technology
Assistant Professor of Chemistry

Philip E. Simmons (1990), B.A., Amherst College; M.F.A., Washington University; Ph.D., The University of Michigan
Assistant Professor of English

Margaret Helen Sinclair (Jan., 1990; 1991), B.A., University of Toronto; Ph.D., University of California (Berkeley)
Assistant Professor of French

‡**Florence Singer** (1975), B.A., Barat College; M.S., Illinois Institute of Technology
Lecturer in Education

Jacqueline Ann Slaats (1986), B.S., Iowa State University
Director of Athletics, Physical Educator and Coach

W. Rand Smith (1977), A.B., University of North Carolina; M.A., Ph.D., The University of Michigan
Professor of Politics

David Spadafora (1990), B.A., Williams College; Ph.D., Yale University
Dean of the Faculty and Professor of History

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Associate Dean of the Faculty, Coordinator of International Studies, and Associate Professor of Spanish

Jeffrey O. Sundberg (1989), B.A., Carleton College; M.A., Ph.D., Stanford University
Assistant Professor of Economics

Ghada Hashem Talhami (1983), B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D., University of Illinois (Chicago Circle)
Associate Professor of Politics, Chairperson of Politics Department

Carol E. Thickstun (1986), B.A., Middlebury College; M.A., Ph.D., University of Minnesota
Assistant Professor of Spanish

M. Lee Thompson (1962), B.A., Concordia College; Ph.D., Indiana University
Professor of Chemistry

†††**David Walter Towle** (1988), B.S., M.S., University of New Hampshire; Ph.D., Dartmouth College
Foster G. McGaw Professor of Biology

Carolyn Tuttle (1984), B.A., Boston College; M.A., Ph.D., Northwestern University
Associate Professor of Economics

Jill Van Newenhizen (1987), B.A., Lake Forest College; M.S., Ph.D., Northwestern University
Assistant Professor of Mathematics

Jennifer J. Wallace (1985), B.A., M.A., Ph.D., Northwestern University
Associate Professor of Sociology and Anthropology

Maurice Waugh (1992), B.S., University of Dubuque; M.S., Indiana University
Physical Educator and Coach

Kenneth L. Weik (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Associate Professor of Biology, Chairperson of Biology Department, Secretary of the Faculty

‡**Naomi Wentworth** (1983), B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., The University of Connecticut
Lecturer in Psychology

‡**Lynn C. Westley** (Jan., 1992), G.A., Grinnell College; M.S., Ph.S., University of Iowa
Lecturer in Biology

Bonita L. Wilcox (1991), B.S., M.Ed., Edinboro State College; Ph.D., University of Pittsburgh
Assistant Professor of Education

Cynthia B. Woodbury (1988), B.A., Northwestern University; M.S.A., DePaul University
Assistant Professor of Business

William E. Zamer (1989), B.S., Juniata College; M.A., College of William and Mary; Ph.D., University of Maine
Assistant Professor of Biology

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Professor of History

Dates in parentheses indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1992-93
†Sabbatical leave of absence, 1992-93
††Sabbatical leave of absence, Fall, 1992
†††Sabbatical leave of absence, Spring term, 1993
*Leave of Absence, 1992-93
**Leave of Absence, Fall, 1992
***Leave of Absence, Spring, 1993

THE ALUMNI ASSOCIATION

Since its first annual meeting in June of 1883, the Alumni Association has worked to keep alumni aware of and active in the ongoing life of the College. Under the guidance of a national Board of Governors, the Alumni Association develops and promotes a variety of alumni programs both on the Lake Forest College campus, and regionally through a network of Regional Councils.

The Office of Alumni Relations coordinates and promotes the various alumni programs, and functions as a liaison between the Regional Councils and the College. It plans and participates in a range of activities designed to bring together Chicago area alumni and the College community, and for all alumni it coordinates Homecoming in the fall and Reunion Weekend in the late spring.

Alumni volunteers provide many services to the College. They help the Admissions Office by identifying potential candidates for admission and host informal receptions with the Dean of Admissions for newly admitted students and their parents each spring. They assist the Office of Career Planning and Placement by participating in career seminars, by providing information about job availability for both summer and permanent employment, and by making positions available for the academic-professional internship program. Alumni volunteers assist with the overall fund raising effort of the College by helping to identify potential donors and by participating in regional or special fund raising efforts.

SPECTRUM, published three times annually, provides a continuing link between the College and the alumni.

Alumni Board of Governors

President: **Donald W. Levy '52**
Executive Vice President/ President Elect: **Henry M. Greene '77**
Vice President for Nominations: **Gerald A. Goris '52**
Secretary: **Abigail G. Fassnacht '82, Director of Alumni Relations**

Board Members:
Eve M. Alexander '89
Adrienne Matson Banas '58
Adolph Baracani '49
Edward J. Bohan, Jr. '89
Marilyn Kadlec Busscher '58
Bruce C. Campbell '69
Douglas B. Doolittle '80
Janet Wilch Feldman '75
Dianne Jefferson FitzSimons '62
Anne Fordtran Flynn '64
Rita Whitman Garry '79
Gerald J. Goris '52
Jean Robertson Goris '52
Henry M. Greene '77
Caroline A. Guip '88
Patrick A. Horne '86
Lynne Howard '78
Jane Ruhnke Jensen '45
Timothy W. Johnson '71
Jeffrey C. Kinney '60
Lynn Beidler Landes '49
Laura A. Lane '88
Robert Lanum '49
Donald W. Levy '52
Bayley Milton '72
Sheldon I. Minkow '77
Madelyn Johnson Negley '56
Brian A. Paetow '90
Rhoda A. Pierce '60
Jessica L. Quandt '89
Alison Goss Riedesel '77

David S. Reiter '83
Kelli Anderson Rice '87
Beth M. Shields '87
Florence Amzallag Tatistcheff '65
Marilyn G. Tzakis '79
Gardiner B. Van Ness III '64
Mark J. Vruno '85
Thomas A. Wessel '82
James D. Wetzel '62
David E. Wilber '68
Ellen Warner Wilson '77
Gordon P. Young '83

Life Members:
John C. Carter '43
Harriette Morgan Jauch '40
Alfred E. Kuerst '37
Mary Longbrake '35
Dorothy R. Maiman '34
Elmer J. Maiman '39

Alumni Charter Trustees:
Frederick Krehbiel II '63
Jean Whyte Mohr '52
Harry D. Oppenheimer II '66
William U. Parfet '70

LAKE FOREST COLLEGE WOMEN'S BOARD

Wendy L. Grew (Mrs. J. Clark), President

The Women's Board was founded in 1971 for the purpose of establishing a closer relationship between the College and the surrounding communities. The members participate in special programs during the year designed to bring an in-depth understanding of the campus life and academic aims. In turn, they introduce other community members to the resources of the College.

Each year the Women's Board helps to enrich campus life by sponsoring a Woodrow Wilson Fellow. Visitors in the past few years have included Sara Fritz, senior writer, Washington Bureau, LOS ANGELES TIMES; Gretchen Handwerger, senior World Bank official and United Nations liaison; and most recently, Dr. John E. Reinhardt, longtime foreign service officer and diplomat, formerly ambassador to Nigeria and U.S.I.A. director.

The Women's Board also sponsors a lecture series each year, which is open to the public and investigates topics of current interest. This past year two series were held. CATCHING UP WITH THE ARTS, in the fall, was conducted by Lake Forest College professors Mark Nelson and Franz Schulze. The spring offering was THREE EYES ON EDUCATION with professors Sandra Fox, Forest Hansen, and Arthur Zilversmit.

LAKE FOREST GRADUATE SCHOOL OF MANAGEMENT

The Lake Forest Graduate School of Management is located on the College Campus. Lake Forest College and the Lake Forest Graduate School of Management have had shared facilities since the School was originally founded as the Industrial Management Institute in 1946. Each is independently accredited and governed, but they enjoy a cooperative and supportive relationship.

For LFGSM, the College offers the physical and academic environment of a nationally known collegiate institute. LFGSM brings to the college campus adult students and the attention of industries all concerned with quality education.

The Lake Forest Graduate School of Management offers programs to develop the professional abilities and potential of working managers in cooperation with more than three hundred companies in the Chicago metropolitan area. The School confers a Master of Business Administration (MBA) degree. For information about the programs, call the Director of Admissions at Lake Forest Graduate School of Management, 708-234-5080.

Geographic distribution of Students 1991-92
(September, 1991)

U.S. CITIZENS

STATE	NUMBER
Alabama	5
Alaska	1
Arizona	10
Arkansas	6
California	17
Colorado	30
Connecticut	42
Delaware	2
District of Columbia	2
Florida	10
Georgia	4
Hawaii	1
Illinois	346
Indiana	24
Iowa	15
Kansas	3
Kentucky	7
Louisiana	1
Maine	7
Maryland	10
Massachusetts	91
Michigan	31
Minnesota	18
Missouri	20
Montana	1
Nebraska	8
Nevada	2
New Hampshire	10
New Jersey	27
New Mexico	4
New York	46
North Carolina	1
Ohio	43
Oklahoma	3
Oregon	3
Pennsylvania	16
Rhode Island	6
South Carolina	1
Tennessee	15
Texas	10
Utah	1
Vermont	7
Virginia	8
Washington	7
Wisconsin	44
Wyoming	3
	969

U.S. CITIZENS OUTSIDE U.S.A.

COUNTRY	NUMBER
Canada	2
Germany	1
Japan	2
Puerto Rico	1
Saudi Arabia	1
South Africa	1
Spain	1
United Kingdom	1
	10

FOREIGN STUDENTS

COUNTRY	NUMBER
Canada	6
France	3
Germany	1
India	3
Iran	1
Italy	4
Japan	6
Kenya	1
Korea	1
Malaysia	1
Mexico	2
Philippines	1
Rumania	1
Soviet Union	1
Sri Lanka	1
Switzerland	2
Tanzania	1
Trinidad	1
United Kingdom	1
	38

Total States	45
Total Foreign Countries	23

MAJOR ENDOWED SCHOLARSHIP FUNDS

(All Scholarships Require Demonstrated Financial Need)

Elizabeth L. Beidler Scholarship for Women
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a female student.

1991-92 Recipient: Patricia Parziale '93 - Wallingford, CT
Choate Rosemary Hall

Francis Beidler Scholarship for Men
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a male student.

1991-92 Recipient: Thomas Hill '92 - Lincolnshire, IL
Adlai Stevenson High School (Prairie View, IL)

Grace Updegraff Bergen Scholarship
Established by Dr. & Mrs. Edward A. Mohns in memory of her mother, Grace Updegraff Bergen, and augmented by the Mohns' daughter and son-in-law, Mr. & Mrs. Laurance R. Hoagland, Jr., to assist a student heading toward the Christian ministry or majoring in music.

1991-92 Recipient: Annette Arnold '93 - Wildwood, IL
Emery County High School (Castle Dale, UT)

The Bockhoff Scholarship
Established by Mr. and Mrs. L. Barrie Hunt, in honor of Erma Bockhoff Hunt '15, Camilla Bockhoff Dunn '09, and Mary Bockhoff McCrea '07, to assist a student in the humanities who shows special academic promise.

1991-92 Recipient: Elizabeth Seifert '92 - Edina, MN
Edina High School

Joseph M. Brickman Scholarship
Established by Mrs. Frances Brickman in memory of her husband, Joseph Brickman, to assist an outstanding student.

1991-92 Recipient: Timothy State '93 - Beaverton, OR
Sunset High School

Gardner Brown Scholarship
Established by Gardner Brown to assist two outstanding students from middle-income families.

1991-92 Recipients: Ann Gebhardt '93 - Fond Du Lac, WI
Goodrich High School

Christopher Walsh '92 - Tucson, AZ
Salporte Catholic High School

The Class of 1935 Scholarship Fund
Established by gifts from the members of the Class of 1935 in honor of the fiftieth and fifty-fifth anniversaries of their graduation from the College.

1991-92 Recipients: James Furbee '93 - Hillsboro, OH
Hillsboro High School

Heather Juengst '94 - Libertyville, IL
Libertyville High School

The Class of 1937 Scholarship Fund
Established by gifts from the members of the Class of 1937 in honor of the fiftieth anniversary of their graduation from the College.

1991-92 Recipient: Erik Kalata '92 - Oak Lawn, IL
Brother Rice High School (Chicago, IL)

Marilyn Orr Creadick Scholarship
Established by Robert Creadick in memory of his wife, to assist an outstanding student, with preference given to a female from Indiana.

1991-92 Recipient: Karla Weathers '94 - Elletsville, IN
Edgewood High School

Joseph B. Fleming Scholarship
Established by Joseph B. Fleming and the Robert R. McCormick Charitable Trust to assist an outstanding student.

1991-92 Recipient: Janice Pytel '93 - Kent, OH
Theodore Roosevelt High School

Lila B. Frank Scholarship
Established by Mr. Curtiss E. Frank, in honor of his wife, to assist a male student who demonstrates potential leadership in public affairs.

1991-92 Recipient: David Cholewiak '94 - Lawrenceville, NJ
Lawrence High School

Nellie V. Freeman Scholarship
Established by Mrs. Nellie V. Freeman to assist a student in need of financial aid with preference given to students of the Presbyterian faith.

1991-92 Recipient: Matthew Sauer '92 - Phoenix, AZ
Trevor G. Browne High School

William B. Graham Scholarship
Established by Mr. William B. Graham to assist graduates of New Trier High School or Loyola Academy.

1991-92 Recipient: Elizabeth Barber '92 - Winnetka, IL
New Trier High School

William Randolph Hearst Scholarship
Established by the Hearst Foundation to assist a minority student.

1991-92 Recipient: Michelle Pulce '93 - Little Rock, AR
Hall High School

Carl W. Hellberg Scholarship
Established by Mr. Carl Hellberg '17 to assist an outstanding student who is a graduate of Elgin High School.

1991-92 Recipient: Laura Langelan '94 - Bartlett, IL
Elgin High School (Elgin, IL)

H. Murray Herlihy Scholarship
Established to assist a deserving student majoring in Economics.

1991-92 Recipient: Hanelle Culpepper '92 - Birmingham, AL
Indian Springs High School (Helena, AL)

Robert Hixon Memorial Scholarship
Established by Mrs. Robert Hixon, in memory of her husband, to assist a male student of high academic ability and good moral character, with preference given to science majors.

1991-92 Recipient: Thomas Howard '94 - Bloomingdale, IL
Glenbard North High School (Carol Stream, IL)

Betty Jane Hollender Scholarship
Established by Betty Jane Schultz Hollender '42, to assist an outstanding student.

1991-92 Recipient: Susan Wagenaar '92 - Woodstock, IL
Woodstock High School

Ralph and Florence Jones Scholarship
Established by Mr. and Mrs. Ralph Jones to assist a student who demonstrates financial need, with preference given to a student who participates in intercollegiate athletics.

1991-92 Recipient: Daniel Vacco '92 - Schaumburg, IL
Schaumburg High School

Enid M. Karch Scholarship
Established by Robert and Lois Conway, in honor of Mrs. Conway's mother, to assist an outstanding student whose home is outside Illinos, Indiana, Michigan, Ohio and Wisconsin.

1991-92 Recipient: Alison Freund '94 - Peoria, AZ
Cactus High School (Glendale, AZ)

Louis A. Keller Scholarship
Established in honor of Prof. Keller by Mr. John Reuss '45 and other alumni of the College to assist a Lake Forest College student. First preference is given to a Waukesha County, Wisconsin high school graduate.

1991-92 Recipient: Sarah Hoag '92 - Hoffman Estates, IL
William Fremd High School (Palatine, IL)

Kraft Scholarship for Minority Students
Established by the Kraft Foundation of Kraft General Foods to assist a minority student.

1991-92 Recipient: Ashish Desai '92 - Glenview, IL
Glenbrook South High School

W. R. Meadows Scholarship
Established by Mr. and Mrs. Harry G. Meadows '44 (Ruth C. Anderson '46) in honor of Mr. Meadow's father, William '18, to assist a Lake Forest College student.

1991-92 Recipient: Stacey Wiggall '92 - Elgin, IL
Elgin High School

Jean and Frank Mohr Scholarship
Established by Jean Whyte Mohr '52 and Frank T. Mohr, Jr. '52 to assist two outstanding students who are either Social Science or Humanities majors, and who demonstrate social consciousness.

1991-92 Recipients: Benjamin Brown '93 - Round Lake Beach, IL
Round Lake High School

Sudheshna Reddy '92 - St. Paul, MN
Oak Park/River Forest High School
(Oak Park, IL)

Miriam Douglass Moore Scholarship
Established by a bequest from LaVina Moore '57 in memory of her mother, to assist worthy students studying writing and literature.

1991-92 Recipient: Karyn Hyde '93 - Stone Mountain, GA
Redan High School

Raymond Moore Scholarship
Established by a bequest from Mr. Raymond Moore to assist students attending Lake Forest College with preference given to graduates of Lake Forest High School.

1991-92 Recipient: Amie Sunseri '93 - Lake Forest, IL
Lake Forest High School

Fred Nitz Scholarship Fund
Established by Anna Colette McIntyre in honor of her foster father; to assist students who demonstrate need, with preference given to students from St. Peter's Lutheran Church in Joliet, Illinois, and students from Millburn, Illinois.

1991-92 Recipient: Tricia Lively '95 - Wonder Lake, IL
Woodstock High School (Woodstock, IL)

Northern Trust Bank/Lake Forest Scholarship
Established by Northern Trust Bank/Lake Forest to assist an outstanding male and an outstanding female Lake Forest College student.

1991-92 Recipients: Robert O'Connor '92 - Kentwood, MI
East Kentwood High School

Amy Rogers '93 - Ocean Park, WA
St. Mary's Academy (Portland, OR)

Herbert D. Peterson, Jr. Memorial Scholarship Fund
Established by Mr. & Mrs. Herbert Peterson in memory of their son, Herbert, Jr. '50, to assist a Lake Forest College student.

1991-92 Recipient: Emerald Karakoudas '92 - Cleveland, OH
Hathaway Brown School (Shaker Heights, OH)

Mr. & Mrs. Louis H. Rose Scholarship
Established by gifts from Chicago area newspaper distributors to honor Mr. & Mrs. Rose on their 50th wedding anniversary. Preference given to a student who has demonstrated financial need and has worked in newspaper circulation activities.

1991-92 Recipient: Carrie Collopy '93 - Schaumburg, IL
Schaumburg High School

Gottlieb Schaffer Memorial Fund
Established by Mr. Otto G. Schaffer '13, to assist an outstanding Lake Forest College student.

1991-92 Recipient: Kirsten Findlay '94 - Brentwood, MO
Brentwood High School

Peter Snite Scholarship
Established by Mr. & Mrs. John Snite in memory of their son, Peter Taylor Snite '59, to assist an outstanding student.

1991-92 Recipient: Larisa Stross '92 - Milwaukee, WI
Whitefish Bay High School (Whitefish Bay, WI)

Wilma W. Spreyer Scholarship
Established by Mr. Frank Spreyer '35, in memory of Mrs. Wilma Westerman Spreyer '35, to assist a student who demonstrates financial need, with preference given to a black woman.

1991-92 Recipient: Sonya Turner '93 - Cleveland, OH
Orange High School (Pepper Pike, OH)

Truman Scholarship
Established by Mr. Roswell Truman to assist students who demonstrate financial need, with preference to those residing in the United States east of the Ohio River.

1991-92 Recipient: Sarah Raynor '93 - Trumbull, CT
Trumbull High School

UPS Scholarship
Established by a grant from the UPS Foundation, through the Associated Colleges of Illinois, to assist deserving students from different economic and ethnic backgrounds.

1991-92 Recipient: Otis Muttaqee '92 - Waukegan, IL
Waukegan East High School

John P. Wade Scholarship
Established by a bequest from John P. Wade '37 to assist Lake Forest College students.

1991-92 Recipients: Steven Schuh '94 - Shrewsbury, MA
St. Mark's School (Southboro, MA)

Melissa Wagenaar '94 - Woodstock, IL
Woodstock High School

William and Cecilia Wetzel Scholarship
Established during the 1983-84 academic year by the estate of Dr. Rita J. Wetzel '49, in honor Dr. Wetzel's parents. Scholarship to assist a Lake Forest College student.

1991-92 Recipient: Mindy Tygar '93 - Sioux City, IA
Horth High School

Ruth Hendrickson Wood Science Scholarship
Established by Mr. J. Howard Wood '22, in memory of his wife who was in the class of 1921, to assist a woman majoring in one of the sciences or mathematics.

1991-92 Recipient: Maureen Gallagher '94 - Brunswick, OH
Our Lady of the Elms (Akron, OH)

Blanche Young Scholarship
Established by a bequest from Blanche Young Oldham '15, to assist a student majoring in the general field of communications.

1991-92 Recipient: Craig Lepkowski '92 - Keene, NH
Northfield-Mt. Hermon High School
(Northfield, MA)

Irvin L. Young Scholarship
Established by Mr. Irvin L. Young '26, and supported by the Irvin L. Young Foundation, to assist students who demonstrate financial need, with preference given to those students who are children of Protestant ministers or persons engaged in social work.

1991-92 Recipient: Patricia Ptomey '92 - Nashville, TN
Harpeth Hall School

DEGREES AND SENIOR HONORS

Degrees Conferred, 1992

Honorary Degrees

JILL KER CONWAY ..... *DOCTOR OF LETTERS*
Visiting Scholar, Massachusetts Institute of Technology
President Emeritus, Smith College

HIROSHI IWAMOTO, Class of 1961 ..... *DOCTOR OF LAWS*
Director-General
Overseas Broadcasting Department
NHK Japan Broadcasting Corporation

NORMAN F. RAMSEY ..... *DOCTOR OF SCIENCE*
Higgins Professor of Physics, Emeritus, Harvard University
Nobel Prize Laureate, Physics, 1989

MASTER OF LIBERAL STUDIES

Judith Lowell Cook
Nancy W. Perlman
Nancy J. Remington

BACHELOR OF ARTS

Jill Kathryn Alexander, Art
Varsha Alimchandani, Biology
Jennifer J. Allen, Business; Psychology
Kristin Leigh Anderson, Psychology
Kristin E. Ang, Politics
Darci Lee Arnold, Art
Dilrukshi DeFonseka Arsakularatna, Psychology
Lisa Eluemuno Azu, Biology
Scott King Bachmann, Asian Studies
Katherine Price Bailey, French; Psychology
Peter E. Baillos, Economics
Jennifer Eve Baker, Biology; Education
Katharine Louise Baldwin, English
Ashton Chandler Ballou, English
Elizabeth Janet Barber, Economics; International Relations
^ Lee Elizabeth Barber, English
# Matthew Reynold Barnard, Psychology
Michael J. Barsch, Economics
Joy Ann Bass, Psychology
^ Greg M. Bellowe, English
Dawn Marie Bendery, Business; Education
Jennifer Lynn Biewen, Sociology and Anthropology; Education
Tiffany Margueritte Billingsley, Area Studies
Jody Lynn Birling, Psychology; Education
Patrick Birotte, Psychology
Robert McPhail Blair-Smith, English; Politics
Sandy S. Bozich, Economics
Daniel L. Bracken, Business
Benjamin James Bramwell, Computer Science; English
Louisa Kerr Bray, English; French
Cynthia Herrick Brennan, Art: Art History; Psychology
^ Lisa Lorene Brewer, Biology
Peter McCusker Brigham, French
Nell Annen Bruen, Economics; French
Katherine Leah Bruggeman, English
Dwight Cecil Buchholz, Biology
David Eric Burt, Business
Field Marshal Montgomery Ladew Byers, Jr., Psychology
Steven Michael Cachur, Business
Adam Bruce Campbell, Computer Science
Allison Claire Campion, Psychology
Cara-Mier Capone, Psychology; Sociology and Anthropology
Marissa Sue Cashy, French; Politics
Seunghoon Steven Chon, Psychology
Tracy Noel Cleveland, English; Education
Susan Gentry Cloud, International Relations
William Daniel Cole, Sports Management
Guy R. Collins, Jr., Economics
Charles Appleton Constable, Psychology
Keri Elizabeth Cook, Art: Art History
Stephen Ramsey Cook, Philosophy
Philippa Anne Cooper, Art: Art History; English
Valerie Suzanna Cosmao, Business
Jennifer Marie Courts, Psychology
^ Greta Suzanne Crawford, Business; Psychology
# Alessandra C. Crescenzi, Biology
Hanelle Marceline Culpepper, Economics; French
Courtney Cummings, English
Shawn David Danhouser, Business

Peter S. Day, Physics
Casandra Sue DeBoer, History; Education
Kevin Hines Delaney, Psychology
Julie Nicolle De Muyt, Business; Computer Science
Ashish P. Desai, Chemistry
Edward James Dever III, Politics
Daryl Robert Dewbrey, Economics
Marshall Sampsell Donnelley, Mathematics
^ Christina Elizabeth Donnelly, Business
# Alycia Lia Dornstauder, French; Psychology
Andrea Lynn Doss, English
Eric Aage Drometer, Economics
Christina Marie Durr, English
Alexandra Blakeman Early, French; International Relations
Beth Ann Ehardt, Psychology; Sociology and Anthropology
Christine Joy Ekey, Politics
Julie Katherine Enichen, Psychology
^ Dana Michele Epstein, Psychology
Anne Etienne, International Relations; Spanish
James Anthony Fagan, Physics
Ann-Marie Ferry, Economics; Psychology
Maria Susana Figueroa, Business
Ariana Rachel Fisch, Music; Politics
Allison McLean FitzSimons, Philosophy
Philip Todd Fogelson, Business
Joel Christopher Forney, Business; Psychology
Laura Beth Foxman, American Studies; History
Charles Andrew Fritz IV, French; International Relations
Erica Anne Frohm, Business; Physics
Eliza Burnham Gale, Art
Sarah Margaret Gallagher, Chemistry; Mathematics
Colin Gardner, History
Suzanne Felice Generous, History
Nolden Brian Gentry, Politics
Jennifer Rae Giese, International Relations
Sean Dennis Gill, Psychology
Samuel Jacob Glicksman, Philosophy
Dean Gournis, Economics
Thomas George Graff, German
Kurt Joseph Granzetto, Economics
William Russell Green, Psychology
Krisahn Stahlman Gren, International Relations; Spanish
Catherine B. Grenton, Psychology
Margaret Elizabeth Griffith, Asian Studies
Graham Michael Haas, Chemistry
Kathleen Marie Hafenscher, Business; Art
Yvette Haire, English; Psychology
Stephanie Davis Hall, Psychology
Mark Douglas Hammond, Business; Psychology
Edward John Handler, Sociology and Anthropology
Keith Robert Hansen, English
Alexander Scott Haris, Economics; Politics
Daniel P. Harley III, Economics
Nicole J. Harper, Business; Psychology
Jody Leigh Harris, French
Andrew James Hill, Economics
Thomas Clarke Hill IX, Politics; Political Economy
Sarah Ellen Hoag, International Relations
Florence Anne Houck, Psychology
Theresa J. Huntington, Business
George Joseph Husson, Psychology
Dai Mayson Ichikawa, Biology
John Robert Ireland, Physics
Erika Nell Holm Jensen, German; Psychology
William Hefferan Jewett, Politics
Roxanne Elizabeth Johnson, History
Marc André Joubert, Business
Eric John Kalata, History
James George Kalkanis, Chemistry
Smaragda Karakoudas, International Relations
Kathleen Elizabeth Kenney, English
Robin Lucille Kick, English; French
Karl Kateley Klingbeil, English; Music
Gerald Joseph Kons, Economics
Anna Michelle Kourakis, Psychology
Victoria Marie Kreger, English
William Philip Kuebbeler, Business
Kathleen Anne Kurek, Art: Art History
Carole Kwasinski, Biology
Traci Maura Lane, Biology; Psychology
Kristen Lynn Lear, Business
Jennifer Nellanne Lee, Spanish; Education
Lance Albert Lehmann, Business
Craig Lepkowski, English; Spanish
Philip John Lindsey, History
Brendan Patrick Liston, Asian Studies; History
Keith Patrick Liston, Asian Studies
Carolyn Marie Lueck, Economics; International Relations
Jamie Vanessa Lyon, Art: Art History
Monique Macartney, Economics; Psychology
Eileen Elizabeth Mallon, Business
Erin Cristin Mallon, Art; Business
Monica Maura Maltagliati, International Relations
^ Robert Julius Marshall, Business
Joanna Mason, Computer Science
Donald A. Mastro, Business; Psychology
Svetlana Tanya Matic, German; Education
Janet Eileen Matthew, Economics; English
Michael Sinclair May, Psychology
Molly Ann McClain, Politics
^ Robert Lawrence McClory, Economics
Patricia Roche McDonough, English; Education

Loraine Leeson Meenan, Sociology and Anthropology
Peggy Hunt Meinel, English
Shawn Lea Merrifield, Economics
Stephen Michael Michalek, Business
Mina B. Monroe, Economics
Scott Ballard Moody, Economics
Peter William Murray, History; Politics
Sara Brown Musselman, Art: Art History
Otis Amir Muttaqee, Economics
Tamanna K. Nanavaty, Art; Biology
^Conor F. Nelan, Engineering
Evelyn Landon Newcomet, English
Hilary Newlin, History
Michelle Theresa Niles, English
Christopher Jon Nolin, Art; Psychology
Yasuyo Nomura, Economics
John P. Noonan, Business
Cynthia Ellen Norton, English
KathLaine Barbara Nyden, Art: Art History
Robert Corey O'Connor, Biology; Psychology
Heather O'Leary, French
^ Claire Beth Olesen, Psychology
Eric Scott Olson, Economics; Politics
Kimberly Jean O'Malley, International Relations; Spanish
Simona Ori, French; History
Michael Fentress Ott, Philosophy
Kenneth Jay Ottaviano, Politics
Elizabeth Alter Overturf, Business
Lisa Janice Parker, American Studies
Matthew Bowman Parker, Business
Dylan Parks, History
Roopa Manubhai Patel, French; Psychology
^ Marc Jon Pelton, Comparative World Literature
Jason Harold Peterson, Business; Psychology
Rebecca Pierce Pettus, History
Mark Peysakhovich, Politics
Christopher Fenton Potter, Biology
William Martin Pross, English
Patricia Daniel Ptomey, Psychology; Education
Alexander Read, Economics; French
Mary Catherine Reavis, International Relations; Spanish
Sudheshna L. Reddy, Chemistry; Mathematics
Jason M. Reeves, Art
Terry John Regas, English
Nathalie Eleanor Richard, Biology
^ Marie Evelyn Robinson, Politics
Gretchen Fraser Royle, Art: Art History
Stephen Andrew Runkle, English
Michael Henry-Rushuma Rweyemamu, English; Politics
Kwaku Shaw Safo, Politics
Kathryn Patricia Sanchez, Economics
Matthew Leigh Sauer, Psychology
Eric Saul, Asian Studies
Bradley Landess Savage, Psychology
Kellie Jo Scheurell, Economics; Philosophy
Nicole Lee Schultz, Psychology
Julia Cruger Schwartz, Art: Art History
Randolph Palmer Scully, Psychology
^ Jennifer Noelle Seda, Psychology
Elizabeth Anne Seifert, English; French
Kristin Ann Shamas, Humanistic Inquiry
Amy Marie Shelley, Business
Theresa Michelle Shepple, Economics; French; Mathematics
Mary Beth Sirois, Sociology and Anthropology
Kristina Marie Slader, International Relations
Nikolaus Fritiof Soforenko, Art; English
Michael Jay Solomon, Business
Sonja Stanimirovic, German; International Relations
Elizabeth M. Stanley, Psychology
Lisa Ann Stauffacher, Business; Psychology
Michael Palmer Stemmler, English
Kathleen Joslyn Stephenson, Art: Art History
John R. Stieper III, Art: Art History; English
Eric John Stillman, Business
Nichole Leigh Strefling, Area Studies
Sheila Lane Strobel, Art
Maurizio Stroppiana, Business
Larisa Susanne Stross, Biology; Psychology
Catherine Jane Sullivan, Art
Tiffany Dawn Sutherland, Asian Studies; International Relations
Lucile Ann Thompson, History
^ Margot Janine Tonko, Psychology
Daniel Carmen Vacco, Business Theory and Financial Analysis
Thomas Erik Vandervelde, Biology; History
Volkert Willem Veldhoven, Business
Susan Eileen Wagenaar, Biology; Education
Christopher Michael Walsh, Economics
Michael Stephen Wasik, Business
Katherine Kimball Webster, International Relations
John T. Weis, Psychology
Darren David Weisberg, Biology; Business
Jennifer Marie Wesselman, International Relations
Todd Christopher Wheelden, Spanish
Annelia Everett White, International Relations
Peter Hamilton Whitlock, Economics
Stacey Lee Wiggall, Sociology and Anthropology; Spanish
Lisa Christine Wilkins, Psychology
David Christopher Wilson, Psychology
Mia Elizabeth Woodis, Psychology
Mark Allen Woudstra, Business
Elizabeth Hilary Yelson, Business

^ Degree conferred September 28, 1991
# Degree conferred February 22, 1992

Honors and Awards, 1992

PHI BETA KAPPA

Hanelle Marceline Culpepper
Marshall Sampsell Donnelley
Laura Beth Foxman
Sarah Margaret Gallagher
Keith Robert Hansen
Thomas Clarke Hill IX
John Robert Ireland
Eric John Kalata
Smaragda Karakoudas
Robert Corey O'Connor
Sudheshna L. Reddy
Lucile Ann Thompson
Daniel Carmen Vacco
Susan Eileen Wagenaar

SUMMA CUM LAUDE

Hanelle Marceline Culpepper
Keith Robert Hansen
Daniel Carmen Vacco

MAGNA CUM LAUDE

Valerie Suzanna Cosmao
Dean Gournis
Thomas Clarke Hill IX
Eric John Kalata
Karl Kateley Klingbeil
Robert Corey O'Connor
Sudheshna L. Reddy
Susan Eileen Wagenaar

CUM LAUDE

Jennifer Lynn Biewen
Dwight Cecil Buchholz
David Eric Burt
Marshall Sampsell Donnelley
Alycia Lia Dornstauder
Laura Beth Foxman
Sarah Margaret Gallagher
Nolden Brian Gentry
Margaret Elizabeth Griffith
John Robert Ireland
Smaragda Karakoudas
Robin Lucille Kick
Jennifer Nellanne Lee
Jamie Vanessa Lyon
Monica Maura Maltagliati
Molly Ann McClain
Patricia Roche McDonough
Shawn Lea Merrifield
Christopher Fenton Potter
Amy Marie Shelley
Kristina Marie Slader
Lisa Ann Stauffacher
Larisa Susanne Stross
Lucile Ann Thompson
Christopher Michael Walsh
Stacey Lee Wiggall

INDEPENDENT SCHOLARS

William Daniel Cole
Thomas Clarke Hill IX
Sarah Ellen Lepinski
Daniel Carmen Vacco

HONORS IN THE MAJOR

Tiffany Margueritte Billingsley, Area Studies
Hanelle Marceline Culpepper, Economics
Laura Beth Foxman, American Studies; History
Sarah Margaret Gallagher, Chemistry
Thomas Clarke Hill IX, Politics; Political Economy
John Robert Ireland, Physics
Eric John Kalata, History
Erin Cristin Mallon, Art
Lisa Janice Parker, American Studies
Sudheshna L. Reddy, Chemistry
Gail Ruth Robbins, History
Elizabeth Anne Seifert, English
Lucile Ann Thompson, History
Daniel Carmen Vacco, Business Theory and Financial Analysis
Christopher Michael Walsh, Economics

HONORS SENIOR THESES

Billingsley, Tiffany. "South Africa's Regional Position: The Motives and Effects of South Africa's Regional Policy from 1948 to 1992."
Bruggeman, Katherine L. "Milan Kundera: Theorist of the Novel."
Cole, William D. "Manipulating the System: How the NCAA Exploits Amateurism and Its Effects on Big-Time Athletics."
Culpepper, Hanelle Marceline. "An Evaluation of Student Study Skills and Habits: What Determines Students' Study Behaviors and Successful Academic Performance."
Day, Peter S. "Single-Mode Operation of Tunable Laser Diodes."
Desai, Ashish P. "Evolution of Lysozyme and Alpha-lactalbumin."
Foxman, Laura. "Moving On: The Jews of Albany Park."
Gallagher, Sarah Margaret. "Synthetic Routes for Substituted Aminohydroxytetralins."
Hill IX, Thomas Clarke. "The Development of Property Rights concerning the Environment in America: Founding Principles and Contemporary Problems."
Ireland, John R. "Investigations into Metastable ($2^2S_{1/2}$) Hydrogen Beam Production."
Kalata, Eric J. "A Categorical Analysis of Desertion during the American Civil War."
Kalkanis, James George. "Partial Synthesis of a Substituted 2-Amino-4, 5, 7, 8-tetrahydro-6H-thiazolo [5,4-d]azepine: A Proposed D-1 Selective Dopaminergic Agonist."
Lepkowski, Craig. "Métodos de Enseñanza para Idiomas Extranjeros."
Mallon, Erin Cristin. "Terra Cotta Sculpture."
O'Connor, Robert Corey. "Hormonal Control of Behavior: The Effects of Methoprene on Foraging and Life Span in the Minor Worker Ant, *Pheidole spadonia*."
Parker, Lisa. "The Search for God in the Secular City: Harvey Cox's Vision Turns East."
Reddy, Sudheshna L. "Synthesis of *m*-Substituted Phenylguanidines for Inhibition Studies of the Thrombolytic Enzyme Urokinase."
Reeves, Jason M. "Monotype."
Robbins, Gail R. "The Evolution of the Historical Interpretation of Lincoln's Suspension of the Writ of Habeas Corpus."
Runkle, Stephen. "The Kingdom of Beautiful Strangers."
Scheurell, Kellie Jo. "An Economic and Ethical Analysis of the Implications of the Commercialization of Intercollegiate Athletics."
Seifert, Elizabeth A. "Keats as a Revisionist Poet by Way of the Romantic Imagination."
Strefling, Nichole L. "Das Land ohne Eigenschaften: The Metamorphosis of the Austrian National Consciousness."
Sutherland, Tiffany. "Making Molehills out of Mountains: The Evolution of New Technologies in Foreign Language Pedagogy."
Thompson, Lucile Ann. "'This Disagreeable Situation': Firsthand Accounts of American Loyalist Women during the Revolutionary Era."
Vacco, Daniel C. "A Case for High-Yield (Junk) Bonds."
Walsh, Christopher M. "An Economic Perspective on the Ramifications of Player Unions on Major League Baseball and the National Football League."

Prizes and Memorial Awards, 1992

Edward H. Oppenheimer Memorial Prizes—Hanelle M. Culpepper, Christopher M. Walsh
Tamara Lee Wefler Award—Joanna Mason
Scholar/Athlete Award—Daniel C. Vacco
Nicholas J. Wasylik Senior Athletic Award—Daniel L. Bracken
Emma O. Haas Memorial Award for Merit in Scholarship—Daniel C. Vacco
W. Gordon Milne Prize in American Studies—Laura B. Foxman
Senior Prize in Area Studies—Tiffany M. Billingsley
Senior Prize in Art History—Sarah E. Lepinski
Senior Prize in Studio Art—Erin C. Mallon
Senior Prize in Asian Studies—Margaret E. Griffith, Tiffany D. Sutherland
Fredericka L. Stahl Memorial Award for Excellence in Science
  Biology—Susan E. Wagenaar
  Chemistry—Sarah M. Gallagher, Sudheshna L. Reddy
  Physics—John R. Ireland
Senior Prize in Business—David E. Burt
Senior Prize in Computer Science—Joanna Mason
Warren A. Peterson Memorial Award in Economics—Christopher M. Walsh
H. Murray Herlihy Prize in Economics—Hanelle M. Culpepper
Senior Prize in Education—Susan E. Wagenaar
Gail DeHerder Memorial Prize in Creative Writing—Stephen A. Runkle
McPherson Prize for Excellence in Scholarship
  English—Keith R. Hansen
  French—Robin L. Kick
  German—S. Tanya Matic
  Spanish—Jennifer N. Lee, Stacey L. Wiggall
Richard W. Hantke Award in History—Lucile A. Thompson
Senior Prize in Independent Scholar Program—Thomas C. Hill, Daniel C. Vacco
Senior Prize in International Relations—Smaragda Karakoudas
Harold B. Curtis Prize in Mathematics—Marshall S. Donnelley
Senior Prize in Music—Karl K. Klingbeil
Harald C. Jensen Prize for Research in Experimental Physics—Peter S. Day
Solly A. Hartzo Award in Politics—Thomas C. Hill
Sterling Price Williams Prize in Psychology—Monique Macartney

Presidents of Lake Forest College

Robert W. Patterson	1875-1877
Daniel S. Gregory	1878-1886
William C. Roberts	1886-1892
James G. K. McClure (acting)	1892-1893
John Merle Coulter	1893-1896
John J. Halsey (acting)	1896-1897
James G. K. McClure	1897-1901
Richard Davenport Harlan	1901-1906
John J. Halsey (acting)	1906-1907
John Scholte Nollen	1907-1917
Henry W. Wright (acting)	1917-1920
Herbert McComb Moore	1920-1942
Ernest A. Johnson	1942-1959
John Howard (acting)	1959-1960
William Graham Cole	1960-1969
William L. Dunn (acting)	1969-1970
Eugene Hotchkiss	1970-

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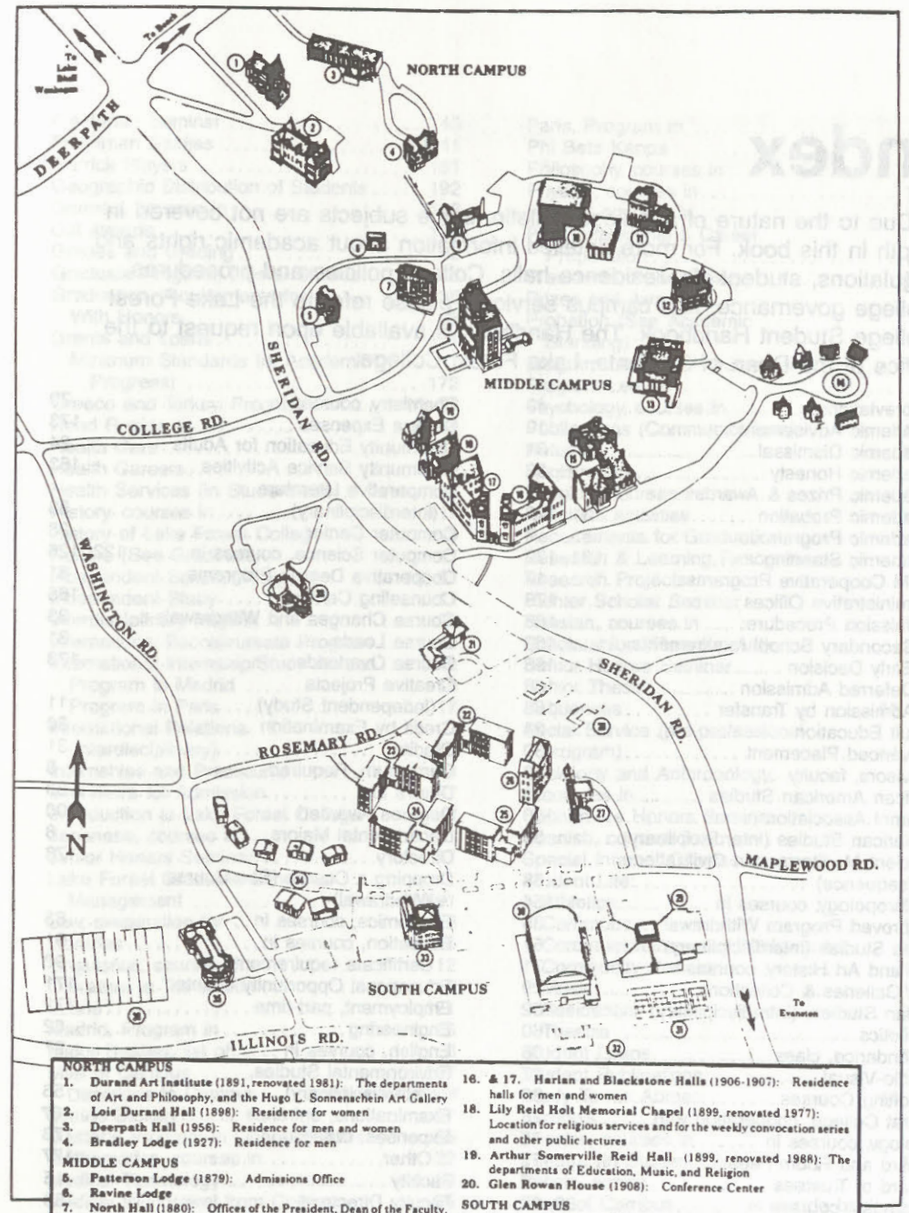

NORTH CAMPUS

1. **Durand Art Institute** (1891, renovated 1981): The departments of Art and Philosophy, and the Hugo L. Sonnenschein Art Gallery
2. **Lois Durand Hall** (1898): Residence for women
3. **Deerpath Hall** (1956): Residence for men and women
4. **Bradley Lodge** (1927): Residence for men

MIDDLE CAMPUS

5. **Patterson Lodge** (1879): Admissions Office
6. **Ravine Lodge**
7. **North Hall** (1880): Offices of the President, Dean of the Faculty, Business, Registrar, Financial Aid, Public Affairs, Development and Alumni
8. **Young Hall** (1878, renovated 1982): The departments of Economics & Business, History, Mathematics, and Politics, offices of the Dean of Students, and Community and Graduate Education
9. **Facilities Management Office**
10. **Ernest A. Johnson Memorial Science Center** (1961): The departments of Biology, Chemistry, and Physics, the Freeman Science Library, and the Robert R. McCormick Auditorium
11. **Carnegie Hall** (1908): The departments of English and Foreign Languages
12. **North Gym** (1890, renovated 1988): The departments of Psychology, and Sociology & Anthropology
13. **Donnelley Library** (1964): The main library; also houses the Writing Center and Commuter Services
14. **Faculty housing**
16. & 17. **Harlan and Blackstone Halls** (1906-1907): Residence halls for men and women
18. **Lily Reid Holt Memorial Chapel** (1899, renovated 1977): Location for religious services and for the weekly convocation series and other public lectures
19. **Arthur Somerville Reid Hall** (1899, renovated 1988): The departments of Education, Music, and Religion
20. **Glen Rowan House** (1908): Conference Center

SOUTH CAMPUS

21. **President's House** (1961)
22 - 25. **South Campus Quadrangle** (1963-1964): **22. Nollen, 23. Gregory, 24. McClure, and 25. Roberts Hall:** Residences for men and women
26. **Moore Hall** (1892): Residence for men and women
27. **Hixon Hall** (renovated 1977): Houses the Allan Carr Theatre and the Theatre Department
28. **Wasylik Soccer field**
29. **Sports/Health Center** (1968)
30. **Alumni Memorial Field House** (1950): Indoor ice rink
31. **Tennis courts**
32. **Soccer field**
33. **Lake Forest Graduate School of Management***
34. **Faculty housing**
35. **Halas Hall:** Chicago Bears training facility*
36. **Farwell Field**

Index

Due to the nature of a college bulletin, some subjects are not covered in depth in this book. For more detailed information about academic rights and regulations, student life, residence halls, College policies and procedures, College governance, and campus services, please refer to the Lake Forest College Student Handbook. The Handbook is available upon request to the Office of the Dean of Students, Lake Forest College.

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Tim Muskat

ADDITIONAL INFORMATION
about Lake Forest College is available by writing to the

DIRECTOR OF ADMISSIONS
. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID
. . . for further details on requirements for and availability of financial aid

REGISTRAR
. . . for specifics on transcripts, registration, and transfer of credit

DEAN OF STUDENTS
. . . for particulars on housing arrangements and on extracurricular student activities.

SHOULD YOU BE VISITING LAKE FOREST COLLEGE
. . . the campus is located in the North Shore community of Lake Forest, approximately 25 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year and Saturdays, 9 to 11:30 a.m. when the College is in session.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus. Telephone (708) 234-3100.

Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its educational program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting Handicap discrimination) is Mr. Gordon White, Assistant to the President of the College.

Office of Admissions

555 North Sheridan Road
Lake Forest, Illinois 60045-2399

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